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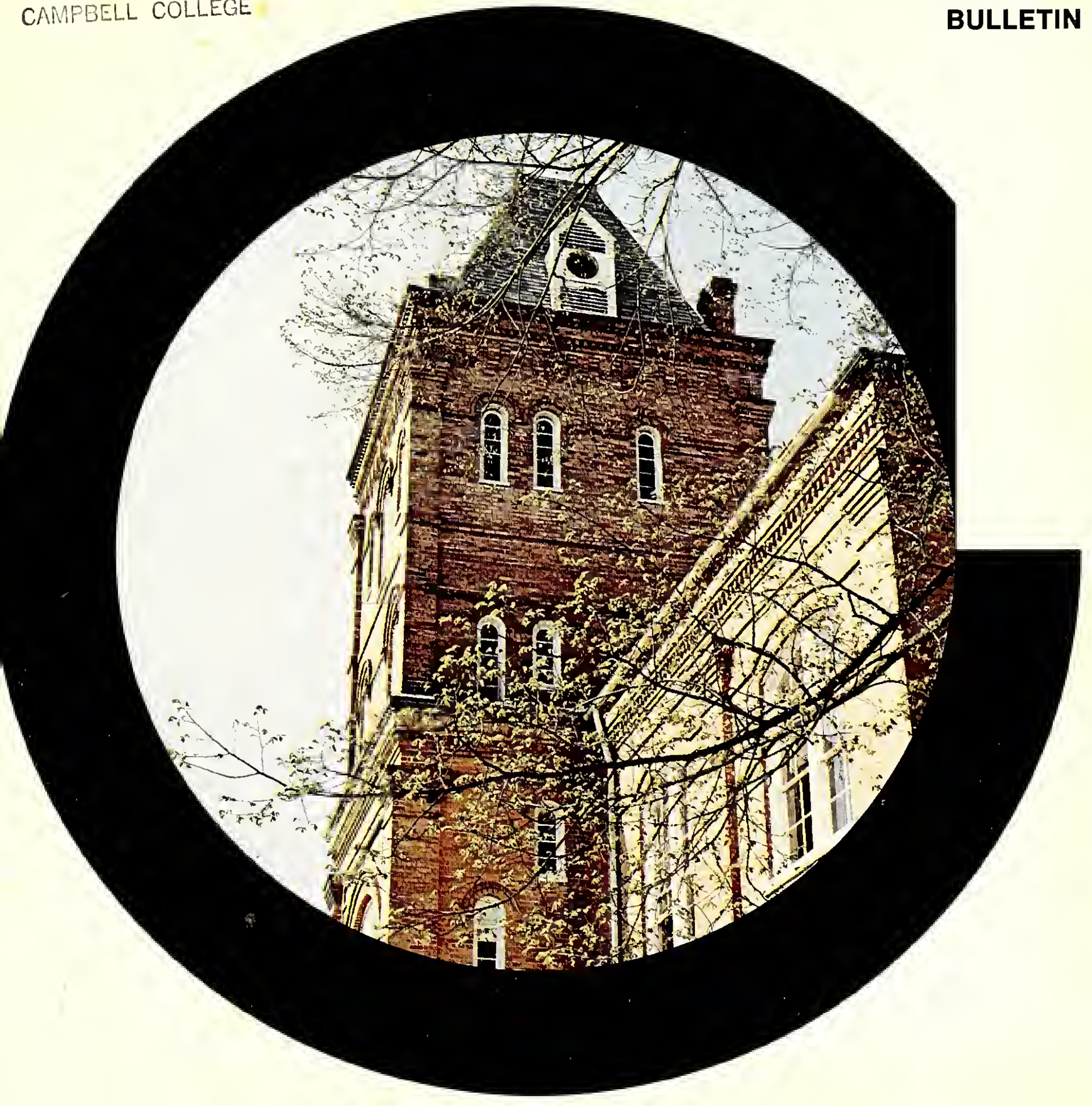

CAMPBELL COLLEGE

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WELCOME TO CAMPBELL

Our catalogue has been prepared to extend to you a cordial welcome to Campbell College. We want to show you the classrooms and laboratories, the beautiful campus, the up-to-date physical facilities, and introduce you to members of the faculty, members of the student body, and friends who support the work of Campbell College. We hope that this will give you some idea of what it would be like to live and study at Campbell College, one of the finest colleges in the country.

If you are trying to select a school, you have many criteria for the college you wish to attend.

You want a quality education. In our catalogue you are told about the programs of study, the faculty and administration, and the library resources which prove that Campbell can give you a first-rate education.

You want a pleasant, social, and cultural environment. Campbell is a medium sized, co-educational, church related college located in the eastern part of North Carolina. Campbell students represent a cross section of North Carolinians with a substantial number of young men and women from other states and countries. The climate in Buies Creek is mild; and this allows outdoor sports to be played most of the year on campus.

You want a school which is exciting. The new programs of study which have been developed here at Campbell, the new facilities which have recently been constructed, and the emphasis placed on intramural and collegiate athletics all combine to make Campbell College an exciting place.

You want a school where you will be recognized as an individual. Campbell College is a friendly school. The classes are small. The teacher-pupil ratio is one to twenty. Here you are a very important person, known by your fellow students, your teachers, and by the administrators of the school.

As you look at Campbell College, through the study of our catalogue, check it against your list of requirements which you have for the school you would like to attend. If Campbell College seems to be the school for you, we would like to hear from you, and we invite you to make a personal visit to our campus.

1. INTRODUCING CAMPBELL

CAMPBELL'S PURPOSE

Ad astra per aspera

Implicit in this old Latin motto; "To the stars through difficulties;" adopted during the dark days of Reconstruction in the Old South, are beliefs, aims and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior colleges is illustrative of what perseverance can accomplish in scaling the heights. It is a matter of common knowledge that Campbell College has always unapologetically affirmed her faith in an omnipotent, omniscient and benevolent Creator revealed in Jesus Christ who with singularity of purpose ever guides man's destiny; in the potentialities of man when properly related to his Creator; in the competence of liberal arts education to free men to live more abundantly in a democratic society.

Based on the conviction that in Christian Education is to be found "the unifying principle of the total experience," Campbell's purpose as an educational institution has ever been:

1. To inspire youth with vistas of a better life through study, recreation, social relations, guidance and worship.

2. To discover and transmit within the context of the Christian perspective (in relation to a liberal arts education) truth about man, his origin and nature, and his ever-expanding environment.

3. To equip the student as a more efficient participant in the world's work through incorporation of certain vocational, pre-professional and professional courses of study, chosen upon the basis of student needs and institutional adequacy. Such courses, at present available, include the following:

1. Professional Four-Year Curricula:
   (1) elementary and secondary education
   (2) sacred music
   (3) religious education for church educational directors
   (4) business administration
   (5) medical technology
2. Four-year Pre-professional Curricula, leading toward law, medicine, dentistry and the Christian ministry.
3. Two-year Courses in secretarial science and bookkeeping.

ACCREDITATION

Campbell College is accredited by the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell College holds membership in the North Carolina Foundation of Church-Related Colleges, the North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

FACULTY

One of the chief assets of Campbell College is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time the faculty has thirty-nine individuals who hold the doctorate degree and nine individuals have completed all

of their work except the dissertation.

Campbell College is committed to the task of selecting and maintaining a group of highly qualified teachers who are committed to learning in general, to the special knowledge of their subject area, and to the process of instructing undergraduate students.

ACADEMIC CALENDAR

Campbell College operates on a semester calendar with the fall semester beginning the last week in August and ending just prior to the Christmas Holidays. The spring semester begins in January and ends in May. During the summer months two five-week sessions are offered in the summer term.

Students may graduate in May, December, or August.

CONTROL AND AUTHORITY

Campbell College is chartered by the State of North Carolina and is owned and operated by the Baptist State Convention of North Carolina.

ACADEMIC BUILDINGS

Kivett Building (1903). Completion of this massive structure named for Z. T. Kivett, the builder, required nearly three years (May 23, 1901, to November 2, 1903). At present, it houses the student recreation area, the college bookstore, several classrooms and offices. It was used by the local elementary school until 1948, when it was converted into a science hall and was thus used until the fall of 1962.

William Pearson Hall (1915). This building bears the name of the man who in 1887 made the first canvass for funds to establish this institution. Until his death on May 25, 1915, he became permanently identified with the school as father-in-law of the founder and active supporter by word and purse.

Pearson Hall was constructed with money borrowed from Harnett County and repaid by the principal by teaching the public school for this district. It was first used by the elementary department of the school; later converted in 1926 into a music hall; used from 1934 until 1962 as a men's dormitory; at present used as classrooms and as faculty offices.

D. Rich Memorial Building (1926). This fire-resistant structure of tapestry-faced brick and Indiana limestone was constructed with the portion of the D. Rich bequest, approximately $160,000, available at Mr. Rich's death. The building, 160 feet long and 120 feet wide, contains classrooms, lecture halls, teachers' offices, and an auditorium to seat 1080.

Fred N. Day Cottage (1936). In 1925 the Rev. Fred N. Day, having purchased a seven-room residence and about two adjacent acres, gave them to Buies Creek Academy as a home for married students. When Campbell installed home economics in 1936, the building was renovated to provide space for practical training on the cottage plan. With the removal of the home economics department to the new Science Building in 1962, the cottage is now used for art instruction.

Music Center (1947). The music department had up to the 1963-64 session been housed in two temporary buildings, 20 x 48 feet each, erected in 1947. In the summers of 1963 and 1964, two additional frame structures were built to provide for the expanded music program being offered. The college is committed to providing at the earliest possible date more adequate quarters for this growing department.

Carter Gymnasium (1952). This attractive structure is named to honor the N. H. Carter family and to commemorate the invaluable services and benefactions of Harry C. Carter of Greensboro, former President of the Trustees. It has a playing

floor, standard gymnasium equipment, offices, and two large classrooms.

J. Clyde Turner Chapel. In October 1961 the Board of Trustees, prompted by the deep desire to exalt worship as the pre-eminent function of the auditorium in D. Rich Memorial Building, as well as by the intention to associate permanently with its chapel the names of two distinguished Baptists, long time friends of Campbell College, voted unanimously to name the chapel in honor of Dr. J. Clyde Turner and wife, Bertha Hicks Turner. Such action called for complete renovation and installation of improved facilities prior to the formal dedicatory exercises on January 25, 1963.

Leslie Hartwell Campbell Hall of Science (1962). This building bears the name of the man who, as son of the founder, served the college fifty-six years, as instructor, administrator, and from 1934 until his retirement in 1967, as president. Because of the strategic place of science in the future preparation of youth in this atomic age, nothing was spared in the planning and construction of this new three and one-half story structure. Its 44,000 square feet provides spaciously for geology, physics, biology and chemistry. On the first floor is a small auditorium seating 175 to accommodate science lecture groups as well as for other cultural purposes. Included in its modern conveniences are air-conditioning and elevator service.

Fred L. Taylor Hall of Religion (1973). Named in honor of Fred L. Taylor of Troy, North Carolina, a major benefactor of the college and past Chairman of the Board of Trustees, Taylor Hall provides 25 classrooms, 35 offices, 6 lobbies, and 9 other rooms. Used initially in the spring of 1974, this four-story, Georgian designed structure houses the departments of Religion and Philosophy, Mathematics, Foreign Languages, Education and Psychology, and Home Economics.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms and librarian's office. It has been expanded several times over in recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 150,000 volumes. Over the past several years the library has received many valuable collections, including The Robert A. and Margaret P. McIntyre Library, H. Trent Parks Memorial Library and the E. Willard Berry Memorial Library.

ATHLETIC FIELD

Herbert B. Taylor Athletic Field. This well-lighted athletic field was purchased some years ago to provide for the growing college enrollments. Mr. Herbert B. Taylor of Dunn, N. C., athlete and sports lover, father of the nationally famous Knee-Pants Baseball League, sponsored the necessary park improvements, including stands for the spectators. His deep interest in Campbell College was frequently expressed in his benefactions and in his devoted service on the Board of Trustees. In recognition of this service the Trustees named the athletic field in his honor.

RESIDENCE HALLS FOR MEN

Joel G. Layton Hall (1923). Layton Hall contains 45 rooms for men in its main section. The hall was named in memory of Mr. and Mrs. Joel G. Layton of Lillington, North Carolina. In 1928 an annex of thirteen rooms was built with money given by the late B. N. Duke.

W. S. Britt Hall (1947). Constructed with funds supplied by many friends, this twenty-seven-room, fire-resistant hall for men is named for an alumnus, W. S. Britt of Lumberton, the largest benefactor.

J. F. Kitchin Hall (1955). This three-story, fire-resistant hall accommodates 96 men. A single-story section provides a guest room, accommodations for the hall supervisor and a parlor for student use.

O. Hampton Baldwin Hall (1958). This three-story, fire-resistant hall, with a semi-basement floor, centrally located on the men's campus, houses at present 100 students. It was given its new name November 16, 1964, with appropriate ceremony in honor of O. Hampton Baldwin; Lizzie Luther Baldwin, his deceased wife; Delphia Baldwin, his sister; and O. Luther, his deceased son.

Ernest P. Sauls Hall (1962). This modern three-story hall houses 122 young men. The rooms are arranged in apartment units consisting of seven bedrooms and bath. It is named in honor of Mr. Ernest P. Sauls of Raleigh, North Carolina, and Sarasota, Florida.

Bobby Murray Hall (1967). A two hundred-bed hall including air-conditioning provides the maximum comfort. It is named in honor of a trustee, Mr. Bobby Murray of Raleigh, North Carolina, in recognition of his generous gift.

Bobby Roberts Hall (1973). This three-story, three-wing building for 291 men covers 85,000 square feet and is located on the southwestern edge of the main campus. Roberts Hall, with air-conditioning and electrically controlled heat, is the college's most extensive venture in residence hall development. It is named in honor of Mr. Bobby Roberts of Durham, North Carolina.

RESIDENCE HALLS FOR WOMEN

M. C. Treat Hall (1913). Treat Hall has thirty-two rooms and a large basement, which is now used as an art studio. It is named for M. C. Treat of California, deceased, the largest contributor to its construction.

William H. and Lula Bostic Jones Hall (1954). By subsequent action by the trustees, this building was named in honor of William Hubert Jones and Lula Bostic Jones, faithful trustees and benefactors. Rooms in this modern, fire-resistant building for 72 students are arranged in suites with connecting baths.

Fred N. Day Hall (1959). This hall for 78 students was accomplished by reconstructing a three-story, fire-resistant structure, adding wings to the north and south and a portico to its eastern exposure.

Mabel and Nell Powell Hall (1960). This three-story hall, accommodating sixty young women, is modern in construction and equipment throughout. It is joined to Treat Hall by a connecting lobby and reception room. By order of the Board of Trustees this attractive building has been named in honor of Misses Mabel and Nell Powell to commemorate their years of faithful service and loyalty as teachers and devoted friends of Campbell College.

James E. and Mary Z. Bryan Hall (1961). This hall, located west of Treat, is in many respects the most modern and attractive on the campus. The building is a cluster of twelve one-story apartment units, grouped around an interior court and joined by an exterior wall and roof. One section provides a reception center, a guest room and quarters for the faculty counselor. Each unit consists of four bedrooms, a living room and bath, to accommodate eight young women. The building is named in memory of James E. Bryan, alumnus and successful businessman, and wife, Mary Z. Bryan.

J. Hunter and Mabel C. Strickland Hall (1962). This three-story hall located behind Bryan Hall consists of apartment units, each housing fourteen young women with a total accommodation for 126 students. In 1965 this attractive hall was named to commemorate the

generous benefactions and invaluable services while on the College's Board of Trustees rendered by Mrs. Mabel C. Strickland and her late husband, J. Hunter Strickland, of Four Oaks, North Carolina.

R. A. and Elsie Hedgpeth Hall (1967). This one-hundred-bed hall, modern in every way including air conditioning, has a projecting wing for use as a social parlor. It was named in honor of Mr. and Mrs. R. A. Hedgpeth of Lumberton, North Carolina, both of whom have served as trustees of the College.

OTHER BUILDINGS

B. P. Marshbanks Dining Hall (1934). Originally planned for 400 students, this cafeteria was constructed with contributions in cash, materials, and labor, supplemented by appropriations from the college budget. In 1957 it was expanded by addition of three dining rooms and much storage space. Stainless steel kitchen equipment was installed, and modern cafeteria counters were provided for three-line service. The cafeteria is now adequate for well over 1,000 boarding students. It was named for B. P. Marshbanks, for many years a professor of mathematics and business manager at the college.

James M. Shouse Dining Hall (1973). Located in Murray Hall, which is central to the dormitory complex on the men's campus, this completely modern facility is designed and equipped to provide, through its two serving lines, for as many as 2,000 students daily. It is also capable of providing dining areas and service for college and off-campus groups. It was named on April 21, 1973, to commemorate James M. Shouse, farmer, builder, public servant, and philanthropist of Winston-Salem, who has been a major benefactor of the College.

John S. Pearson Memorial Infirmary (1960). A new health center, completed in October, 1960, provides room for 16 students in two wards and four semi-private rooms. John S. Pearson, for whom the building is named, was business manager of the *Biblical Recorder* and *The Progressive Farmer.* He was the brother of Mrs. Cornelia Pearson Campbell, wife of the Founder. A challenge gift of Mrs. Campbell started the infirmary project.

James A. Campbell Administration Building (1961). This beautiful structure is a fitting memorial to the Founder of Campbell College and his widow, Cornelia Pearson Campbell. The first floor of the two-story structure provides four suites of offices for the President, Dean of the College, Registrar and the Business Manager. Located also on this floor are an attractive lobby and a large conference room, called the Trustee Room. The second floor provides adequate office space and facilities for such major programs as college development, public relations and publicity.

Laundry and Dry Cleaning Plant (1951). The laundry and dry cleaning plant is an auxiliary enterprise of the college.

O. W. Godwin, Sr., Maintenance Building (1964). Named in honor of O. W. Godwin, Sr. of Dunn in recognition of his invaluable planning and assistance in the construction of this massive structure which provides long needed space for storing large quantities of supplies purchased at lowest available prices.

Campbelltown Apartments Twelve duplex houses, erected in 1959, accommodate twenty-four married-student and faculty families. Attractively designed, they are supplied with modern built-in conveniences. In 1962 ten other similar houses were added. Two two-story buildings housing sixteen three-bedroom apartments were completed in the spring of 1972.

Ellis Memorial Apartments. These apartments were provided in part by W. Caswell Ellis, alumnus, in memory of Ruth

Miller Ellis, deceased mother of his two children, and William Caswell Ellis, Jr., who lived a short but beautiful life.

Northeast Hall (1963). Air-conditioned apartments with facilities to house five families.

East Hall (1969). A motel type building originally housing 34 men, now renovated to accommodate married students.

The Admissions Center (1967). The former B. F. McLeod Residence, located south of the Buies Creek Baptist Church, has been completely renovated and tastefully decorated to house the offices of the Director of Admissions and his staff.

OTHER GIFTS AND MEMORIALS

Charles L. Andrews Chapel Organ. In 1949 Mr. Charles L. Andrews, Chalybeate Springs, N. C., donated to the College a beautiful Baldwin Electronic organ, complete with chimes, for what is now Turner Auditorium. The organ adds much to all worship services held in the auditorium and also makes possible the study of organ by a number of interested music students.

The J. F. and Katye Hatcher Blackmon Carillon System. This lovely contribution to campus life, installed in 1955 from funds donated by Reverend and Mrs. J. F. Blackmon, coordinates the work of the whole day. Among its features are occasional vespers, recitals from the chapel, and recordings.

The Loretta Bliss Walthour Trust Fund. Mrs. Walthour of Windemere, Florida, has created a trust fund for the purpose of establishing the Loretta Bliss Walthour Chair of Sociology.

She plans to add periodically to the amount of the fund until the income from it will equal the salary of the professor chosen to occupy the chair.

ERWIN MILLS FOREST

In consideration of the long friendly relationship between Erwin Mills, Inc., and Campbell College in their joint promotion of the economic, social, cultural and religious development of their constituency, Erwin Mills, Inc., graciously donated to Campbell College in 1960 a valuable tract of timberland, containing approximately 150 acres, which the Board of Trustees of the college has designated as Erwin Mills Forest. This property is to be held for the foreseeable future to provide income for current support.

BLACKMON MEDICAL CENTER

Junious F. and Katye Hatcher Blackmon Medical Center, located in the Pearson Infirmary, was named for the parents of Dr. B. B. Blackmon, College Physician, and Mrs. Bradeene Blackmon Vail, R.N., in grateful recognition of their services, benefactions and friendship.

LEAMON BAGGETT PARK

In the fall of 1964, Mr. and Mrs. Deke E. Baggett and Mr. and Mrs. Deke L. Baggett donated as a memorial to the late Dr. Leamon Baggett approximately 130 acres of land in Horry County, South Carolina, to be used for field studies by the departments of biology and geology. This land, preserved in its natural state, will provide excellent opportunity for geological studies of the coastal plain area and its biological habitats.

KEITH HILLS

This project is named for Fred R. Keith and his family whose major gift made possible the launching of the golf course. In addition to the eighteen hole golf course, designed by Ellis Maples of Atlanta, Georgia, there are one hundred eighty-six lots which border the Cape Fear River or overlook the fairways. Keith Hills was dedicated in honor of Mr. Fred R. Keith, St. Paul and Lumberton businessman and Campbell College trustee, on September 13, 1973.

ROBIN HOOD PRO SHOP

Robin Whitley Hood, his wife, Lois Barefoot Hood, and their three children were honored November 16, 1975, with the naming of the Robin Hood Pro Shop, located at Keith Hills. Mr. Hood is an alumnus of Campbell College, a member of the Presidential Board of Advisors, and principal contributor to the pro shop. The pro shop provides a lobby and sales room, shower and locker rooms for members, and a dining area.

2. ACADEMIC REGULATIONS

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. Two hours of laboratory time is converted into one hour of credit.

Normal Class Load

During the fall and spring semesters a normal class load is fifteen to sixteen hours in addition to one hour of physical education. During the summer session a normal load is six or seven semester hours each term.

Students enrolling in more than a maximum of eighteen semester hours exclusive of physical education service courses must obtain permission from the Academic Dean.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Committee, by making satisfactory financial arrangements with the Business Office, and by pre-registering or registering at the appropriate time.

Drop-Add

A course may be added before the fifth class meeting by permission of the instructor and the Academic Dean, or Registrar.

A course may be dropped not later than the end of six weeks of classes with the advice of the instructor involved and the permission of the Academic Dean or Registrar.

The Academic Dean or the Registrar will determine whether the record should indicate dropped with permission, dropped failing, or dropped passing.

Any course dropped without permission is recorded as an F.

Students will not be allowed to drop freshmen courses in English, Mathematics, or History.

Class Attendance

The following statement of policy has been adopted by the faculty:

Campbell College believes that every class hour is important. Regular class attendance is a student obligation and the student is responsible for all work, including tests and written work of all class meetings. The College supports the belief that class absences usually affect adversely the grade a student receives.

Instructors will keep attendance records in all classes. The names of students who miss three consecutive class meetings will be submitted to the Registrar.

Additional information on the absence policy is available in the *Student Handbook*.

CEP Attendance

The Cultural Enrichment Program at Campbell College is consistent with the religious objectives of the institution and reflects the religious heritage which is represented at the institution. Programs are offered in the categories of worship, lectures, and fine arts. Students are required to attend CEP six semesters while at Campbell beginning the first semester of enrollment and continuing until completion. Transfer students are required to attend all semesters with the exception of the last one. Students receive

one-half hour credit for each semester of satisfactory CEP attendance. The grade depends upon the number of absences. Additional information is available in the *Student Handbook.*

Student Handbook

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell College are stated in the *Student Handbook.*

Every student is expected to become thoroughly acquainted with the *Student Handbook.* Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook.*

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board for the advanced placement test and should request the College Entrance Examination Board (CEEB) to send the results of these examinations to the Director of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the Academic Dean.

Credit by Examination

Credit may be earned by satisfactorily completing the general examinations or the subject examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores equal to or better than the 25th percentile as suggested by the American Council on Education. Applicants who seek credit by examination may obtain further information from the Registrar of the College.

No grades will be given for credit earned by examination.

Credit Earned By High School Students

High School students may take courses for credit at Campbell College provided they have completed their junior year and are recommended by their high school principal or counselor. Credit will be granted for courses successfully completed after the student graduates from high school and enrolls at Campbell College.

If the student does not enroll at Campbell College, the decision concerning the awarding of credit rests with the college or university which he attends.

Provisional Admissions

Should a student be admitted without completing the admissions procedure, he will be eligible to receive credit on work done at Campbell College only after he has satisfactorily met the requirements of the Admissions Office.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the Academic Dean or Registrar and the Chairman of the Department.

Summer School Visitors

Students enrolling at Campbell College for the summer program should secure from the proper school official to which the credit will be transferred a

statement certifying approval of such plans and listing approved courses.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Dean or Registrar. Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

Auditing A Course

A student may audit any course by obtaining the permission of the instructor and the Academic Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which he expects to take later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Transfer of Credit

A transfer student from a two-year institution will receive a maximum of sixty-four semester hours of credit (including Health) plus two semester hours of physical education service courses.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer. A student who is admitted from another college with fewer quality points than semester hours must make up the deficiency after transferring to Campbell. The College will not accept credits earned at another school while a student is under academic or social suspension.

The Academic Dean will assign the appropriate credit for work done in other institutions. In general, the amount of credit accepted from other institutions in transfer will be determined by the requirements which apply to the non-transfer student.

Classification

The classification of a student depends upon the amount of college work and the number of quality points he has to his credit and not upon the length of time he has been in college. A student is classified:

(1) As a senior, upon the completion of 90 semester hours with a C average on all work attempted.

(2) As a junior, upon the completion of 55 semester hours with a C average on all work attempted.

(3) As a sophomore, upon the completion of 23 semester hours with a C average on all work attempted.

(4) As a freshman, if the regular admission requirements have been met.

(5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.

(6) As a part-time student, if with approval he is registered for less than 9 hours of credit work.

Grades And Quality Points

The grading scales with the assigned Quality Points are as follows:

Grade	*Quality of Work*	*3 Point Scale*	*4 Point Scale*
A	Superior	3	4
B	Above average	2	3
C	Average	1	2
D	Below average	0	1
F	Failure	0	0
I	Incomplete	0	0
WF	Failing at time of withdrawal	0	0
WP	Passing at time of withdrawal	0	0

Students beginning their work at Campbell in the fall semester of 1975, or at a later date, will be graded according to the 4 point scale.

Students who began their work at Campbell under the 3 point scale will complete their program under that scale.

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F. The Registrar may make exceptions to this rule in unusual cases.

The cumulative grade point average is determined by dividing the total quality points earned by the number of semester hours attempted.

Retention

To be eligible for readmission students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 0.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have a quality point ratio of 0.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 0.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 0.85.
5. Students who have attempted 130 or more semester hours must have a quality point ratio of 0.9.

Students not meeting the retention requirements will be advised to attend summer school at Campbell College to improve their grade point average.

Students having a deficit of ten or more quality points will be placed on probation during the next semester. They will continue on probation until they have met the retention standard.

Readmission of any student from one semester to another is not automatic. The Committee on Retention may suspend from college at the end of any term any student whose academic achievement has not met the retention standard.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

Withdrawal From College

To officially withdraw from the college during a semester a student must contact one of the following: Dean of Men or Women, or the Registrar.

After a conference with one of the preceding individuals the student is given a Withdrawal Card. This card must be completed and returned to the Dean of Students in order to receive an honorable withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

Transcripts

The first copy of a student's record is issued for him upon request without charge. Requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $1 for each copy desired.

Faculty Advisors

Each student will be assigned to a faculty advisor who will assist him in making his academic choices. Prior to registration each semester, every student must have the courses he plans to take approved by his advisor.

Students interested in pursuing special programs or in majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should indicate this before registering for the sophomore year.

Recommended High School Credits

Although there are no inflexible subject matter requirements for entrance, experience has shown that the students with a background of at least 12 units in college preparatory subjects are better equipped to benefit from a liberal arts experience. Therefore, the college recommends that the student have completed the following high school credits: English, 4 units; Mathematics, 3 units; and 6 additional units in the areas of science, social studies and foreign language.

Admissions of Military Personnel

For many years, Campbell College has been active in the various military educational programs. Any member of the armed forces may have his records evaluated without charge, and prior to his making application, in order to determine the amount of credit which will be accepted. For additional information contact the Director of Veterans Affairs, Campbell College, Buies Creek, North Carolina 27506.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the college in any contest or any public performance.
3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the college in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the college in any contest or public performance who has a deficit at the beginning of the semester of more than twenty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the college in any contest or public performance.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the Fall of 1928 for the purpose of promoting character, leadership and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshman men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the Fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class and the upper five percent of the junior class in the final term of the junior year.

COURSES OF INSTRUCTION

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 to 300 are open to sophomores; those numbered above 300 are intended for juniors and seniors. Credit hours for each course are listed in parentheses after the title.

The College reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course.

3. FINANCIAL INFORMATION

TUITION AND GENERAL FEES

Campbell College has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from college endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1975-1976 academic year at Campbell College, exclusive of books, is as follows:

Resident Students:	*Semester*	*Year*
Tuition	$ 431.25	$ 862.50
General fees	$ 454.75	$ 899.00
Meals (5-day ticket)*	$ 325.00	$ 650.00
Room**	$ 162.50	$ 325.00
Accident Insurance	$ 10.00	$ 10.00
Student Government Fee	$ 12.50	$ 25.00
	$1396.00	$2771.50

*For 7-day ticket add $25.00 per semester.
**Residence halls range in price from $162.50 to $212.50 per semester.

Commuting Students:	*Semester*	*Year*
Tuition	$ 431.25	$ 862.50
General fees	$ 454.75	$ 899.00
Student Government Fee	$ 12.50	$ 25.00
Accident Insurance	$ 10.00	$ 10.00
	$ 908.50	$1796.50

Out-of-State Tuition Fee

All students who are not a resident of North Carolina are required to pay an out-of-state tuition fee of $25.00 per semester.

Accident Insurance Fee

All students are required to purchase an accident insurance premium. This fee is $10.00 and has blanket coverage up to $1,000. Hospital illness coverage insurance is optional with the student at a cost of $16.00 each twelve months.

Health Service Fee

The health service fee is included in the tuition and general fees. Each student is entitled to clinical services at the college infirmary which is open 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary, but there are charges for the drugs used by the patient.

Student Government Fee

The Student Government Association fee is established by this student organization and the Board of Trustees. The student government fee is $12.50 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional $25.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Dean of Men and the Dean of Women.

Other Fees

Application fee (New applicants only)	$ 15.00
Art laboratory fee	$ 15.00
Graduation fee	$ 10.00
Home Economics laboratory fee	$ 10.00
Horseback Riding fees:	
For physical education credit	$ 60.00
Rental per hour	$ 2.00
Music Fees (per semester):	
Private lessons in piano	$ 50.00
Private lessons in organ	$ 50.00
Private lessons in voice	$ 50.00
Private lessons in band instruments	$ 50.00
Rental of musical instruments	$ 10.00
Parking fee (per semester)	$ 3.00
Part-time (8 hours or less) students (per hour)	$ 40.00
Private room (per semester)	$ 25.00
Room key (This fee is refundable)	$ 10.00
Science laboratory fee (per course, per semester)	$ 15.00
5-day meal ticket (per semester)	$325.00
7-day meal ticket (per semester)	$350.00
Student Teaching fee	$ 50.00
Transcript fee (single copy)	$ 1.00
Typewriter fee	$ 6.00

Advanced Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $100.00 advanced enrollment deposit. This deposit is due two weeks from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses. This deposit assures the student a room in one of the college residence halls if he/she desires one.

Processing Fee

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Payment of Bills

Tuition and general fees are to be paid on or before entrance. Payment for room and board must be made in advance for each half semester.

In extreme cases, provision is made for 60 to 90 day extensions on unpaid balances, but this should be cleared with the purchasing agent or the assistant business manager of the college prior to registration. Students are not permitted to enter classes or graduate until all financial obligations are settled.

Withdrawal Refunds

The College plans its educational program for the entire academic year; therefore, tuition and general fees are not refundable after 48 hours.

In the event of justifiable withdrawal during the semester, the student will be charged for room and board plus 10 percent (10%) in excess of the charges for the period of attendance.

Please note that this applies only to charges for room and board. No refunds are made after November 1 in the fall semester and April 1 in the spring semester.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the college will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The college reserves the right to change fees and charges with adequate notice when necessary.

Monthly Payments

The college does not offer credit or extended payments through its Business Office. For those desiring monthly payments, there is a commercial plan available, The Tuition Plan, Inc. Application for this program should be made by August 1.

Contracts with The Tuition Plan, Inc., allow college fees and expenses to be paid by the plan with repayment through equal monthly payments which may be extended two years beyond graduation. Life insurance coverage is available which, upon the death of the parent, guardian, or spouse, guarantees funds for the student's continued education.

Financial Aid

Campbell provides an extensive financial aid program for students who have need. In 1974-1975, Campbell gave some type of financial assistance to 70 percent of her students. Scholarships, grants, loans, and employment on the campus are available. Further information about financial aid, including application forms, may be obtained from the Financial Aid Office, Campbell College, Box 36, Buies Creek, N. C. 27506.

Summer School Expenses — 1975

Tuition and General Fees	$293.26 (each 5 weeks)	$586.52 (10 weeks)
Student Activities ...	1.00 (each 5 weeks)	2.00 (10 weeks)
Insurance (includes sickness)	4.00 (each 5 weeks)	8.00 (10 weeks)
Room & Board	145.83 (each 5 weeks)	291.66 (10 weeks)
Total	$444.09 (each 5 weeks)	$888.18 (10 weeks)

In addition to the above, students from outside the State of North Carolina will be charged an additional $8.33 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of $19.80 per semester. A $5.00 refundable advance deposit is required and is returned at the end of each semester after all linen rented has been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the college.

Laundry and Dry Cleaning Service

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry cleaning services on a semester basis are given a laundry credit card and are required to make a non-refundable deposit at the beginning of the fall term in the amount of $20.00 for women students and $25.00 for men students to establish credit. Students with established credit may use their credit cards for both laundry and dry cleaning. When the initial required deposit has been expended, the student with established credit may continue to use his or her credit card for all laundry and dry cleaning services for the remainder of the school year and will be billed monthly from the Business Office.

College Bookstore

The College Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $75.00 per semester to purchase necessary books and supplies.

Banking Service

The First Citizens Bank and Trust Company is within walking distance of the campus for students who desire banking services.

Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell College as are routine in an Infirmary type situation. There is at all times a well qualified nurse on duty. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

Should emergency situations develop, the student should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated.

It should be borne in mind that the cost of drugs and laboratory fees will be assumed by the students.

Campbell College is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases students needing medical attention should report to the college nurse during regular office hours.

2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action, and the college in turn assumes no responsibility for complications that might develop as a result of the student's refusal to heed such advice.

3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.

4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. only, and are limited to suite-mates of the patient.

5. All accidents should be reported to the Infirmary as soon as possible.

6. If it is at all possible, students should report to the Infirmary before seeing another doctor.

7. Consent to medical treatment: Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such form as the College may prescribe.

STUDENT FINANCIAL AID

Financial assistance is generally made to students on the basis of (1) prior academic record and expectations, (2) the individual's need for assistance, and (3) evidence of continuing good citizenship. Many awards are renewed in subsequent years, provided the recipient continues to make normal progress toward graduation, continues to be in need of assistance, and applies each year.

Campbell College desires to provide financial assistance sufficient to meet the needs of its students. To assist in the determination of need, Campbell, like many other educational institutions and outside assistance agencies, has its students complete a confidential financial statement for the purpose of establishing the financial

strength of the student and his family.

When completing the Parent's Confidential Statement or Student's Financial Statement, the applicant should request that the completed analysis be sent to Campbell College. The confidential statement is sent to each student with his Campbell College Financial Aid application; many high school guidance counselors also have the statements available.

Students must reapply for loans, grants, and scholarships each year as they are not automatically renewable.

Scholarships

26 Campbell College each year provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial aid programs administered by the college.

Institutional Scholarships

The following scholarships are provided by the college:

(1) Students preparing for full-time church-related vocations — $300 per year.*

(2) High School Valedictorians who begin their post-secondary education at Campbell — $300 per year.

(3) High School Salutatorians who begin their post-secondary education at Campbell — $200 per year.

(4) Full-time pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention — Tuition Scholarship (Tuition is approximately one-half of the total tuition and general fees charged at registration.)

(5) Wife of Number (4) above— Tuition Scholarship.

(6) Full-time church pastor, other than Number (4) above — $300 per year.

(7) Wife of Number (6) above— $100 per year.

(8) Children of Number (4) above — $250 per year.

(9) Children of Number (6) above — $100 per year.

(10) Children from orphanages— $200 per year.

(11) Children of N. C. Baptist State Convention Employees — $250 per year.

(12) Children of Baptist employed Associational Missionaries affiliated with the N. C. Baptist State Convention — $250 per year.

(13) Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarships (additional brochure may be requested) — $200-$400 per year.

Applications must be submitted for renewal each year. Before March 1 applicants should write to the Brotherhood Department or State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, North Carolina 27611.

*To qualify for a scholarship, a full-time church-related vocation student must present a letter of recommendation from his or her church. Continuation of the award of such scholarships is conditioned upon the student's satisfactory performance. All students receiving scholarships from the school because of their church-related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell College. Recipients must also affirm their financial responsibility by signing a promissory note.

Privately Donated Scholarships and Loans

Campbell is most grateful for the financial assistance made available to its students each year through scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and the geographical

area of applicant often are factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon number of returning recipients and earnings available from the invested principals.

Tartan Club Scholarship Trust

A. E. Rozar Scholarship Trust

Fitchett Memorial Scholarship Trust

James I. Miller Memorial Scholarship Trust

Starr Johnson Memorial Scholarship Trust

Layton Memorial Scholarship Trust

Jesse Slocumb Smith Memorial Scholarship Trust

Andy Creed Memorial Scholarship Trust

James A. Wilkins Scholarship Trust

Brenda J. Holland Memorial Scholarship Trust

Carolyn Clark Memorial Scholarship Trust

Joe Bouldin Memorial Scholarship Trust

E. Willard Berry Memorial Scholarship Trust

South Carolina Foundation of Independent Colleges Scholarship Trust

Hyatt Memorial Scholarship Trust

B. W. Jenkins Memorial Scholarship Trust

Kinnett Memorial Scholarship Trust*

Chloe A. and George T. Scott Scholarship Trust

Marshbanks Memorial Scholarship Trust

Calvin Koonce Scholarship Trust

Bryan-Faircloth Presidential Scholarship Trust

George Harrison Britton Memorial Scholarship Trust

Mamie Victoria Luther Memorial Scholarship Trust

Dr. Ralph Johnson Memorial Scholarship Trust

Betty Byrd Green Memorial Scholarship Trust

Southeastern Trust School Scholarship Trust

Department of Mathematics Scholarship Trust

Maxcey Dalton and Lillian Davis Small Memorial Scholarship Trust

Alice Pruitt and James M. Shouse Scholarship Trust

John Allan McLeod, Jr. Journalism Scholarship Trust

Charles B. and Alma Dark Howard Scholarship Trust

John Stewart and Mary Cox Howard Scholarship Trust

G. A. Tripp Social Science Memorial Scholarship Trust

A. Clay Smith Memorial Scholarship

Nisbet Scholarship

Wilma L. McCurdy Memorial Fund

*Established in memory of Walter James and Margaret Chason Wiggins.

JAMES E. AND MARY Z. BRYAN FOUNDATION

Student Loan Plan

Legal residents of North Carolina enrolled or accepted for enrollment as full-time students in undergraduate programs may borrow up to $750 per semester, but may not exceed $6,000 during their undergraduate study. Loans are administered by College Foundation, Inc. The interest rate is 1% during the in-school, grace, and approved extension periods, and 6% during the repayment period. Repayment begins on the first of the seventh month after the borrower ceases to be a full-time student.

Applications may be obtained from the Student Aid Office at Campbell or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N. C. 27605.

When requesting an application from the Foundation, the applicant must include the name

and address of the educational institution that he or she plans to attend. Applications must be sent to the aid officer for certification; the aid officer will submit certified application to the Foundation. July 1 is the deadline for summer-school applications. Applications should be received at Campbell several weeks before these dates.

The Tuition Plan, Inc.

This is a national student loan fund organization that specializes in providing educational loans to families and/or students. The plan is beneficial to parents who prefer to budget annual school costs out of monthly income. This program is not related to the college's program of financial assistance to qualified students through its Student Financial Aid Office. Borrowers who avail themselves of this educational financing plan will arrange the transaction directly with the Tuition Plan, Inc., Concord, New Hampshire 03301, or by requesting information from the Financial Aid Office at Campbell. Note: This program does not require a need analysis.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

Full-time, undergraduate, resident students of North Carolina may receive funds by completing the proper application (NCLTG application).

North Carolina Student Incentive Grant

Students may receive up to $500 by submitting an application to the College Foundation. Application may be obtained in the Financial Aid Office at Campbell.

North Carolina Scholarship Assistance Grant

Students who are residents of North Carolina and who establish financial need beyond the NCLTG may qualify for assistance from North Carolina Scholarship Funds. Information is available in the Financial Aid Office.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

College Foundation, Inc. Loan Fund

Legal residents of North Carolina enrolled full-time may borrow through College Foundation up to $1,250 per semester for a total of $2,500 per academic year for an aggregate of $10,000 for enrollment including graduate school. Loans are insured by the N. C. State Education Assistance Authority or the U. S. Office of Education and *under certain conditions* the Office of Education pays the 7 percent interest during the in-school and grace periods. Application forms may be obtained in the financial aid office. Only students from North Carolina are eligible. Repayment is to begin nine months after graduation with pay back period determined by the amount borrowed. Students must reapply for this loan each year as it is not automatically renewed.

North Carolina Scholarship Loan Fund for Prospective Teachers

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Students with a good high school or college record may be eligible for a loan in the amount of $900 for each of the four years in college. One annual loan is automatically cancelled for each year the student teaches in the public schools of North Carolina. If the student does not teach, the loan must be repaid at four percent annual interest.

FEDERAL GRANTS AND LOANS

Supplementary Educational Opportunity Grants

A limited number of supplementary educational opportunity grants are available to students attending Campbell College. Funds for the grants are provided by the federal government and must be matched by an equal amount of some other type of aid. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and are in full-time attendance; (3) show evidence of academic or creative promise and capability of maintaining good standing in their course of study; (4) are of exceptional financial need; and (5) would not be financially able to attend college without such a grant. Grants under this program vary from $200 to a maximum of $1,500 per year depending upon funds available and the need of students concerned. No student may receive more than $4,000 in BEOG funds during his undergraduate years.

Basic Education Opportunity Grant

Students who have an exceptional financial need may be eligible for this grant. An application form may be obtained at the Financial Aid Office or the High School Counselor's Office.

Veterans Assistance

Veterans, widows of veterans, children of disabled or deceased veterans, and active military personnel who need assistance in applying for benefits should contact their local Veterans Administration Office or The Director of Veterans Affairs, Campbell College, Buies Creek, North Carolina 27506.

Army ROTC Scholarships and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year. Four-, three- two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell College, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without a scholarship receive $100.00 per month allowance during ten months of each year.

National Direct Student Loan

A program of borrowing, based upon need, enables students who are eligible to borrow a maximum of $2,500 during a fiscal year. These loans are non-interest bearing while a student is enrolled full time. During the repayment period, interest is calculated at 3 percent on the declining balance. Recipients of these loans entering the teaching profession may be eligible for partial cancellation of their loans. Repayments of these loans are made quarterly.

Guaranteed Student Loan

Students who are not residents of North Carolina may obtain information on this program from the Financial Aid Office or from a local bank.

College Work-Study

This program provides the student in need of assistance an opportunity to work and earn part of the money necessary to meet his educational expenses. It is an "hours worked, hours paid" type of program. The student approved for Work-Study is compensated on a monthly basis for the hours that he has worked during the month. The student is not permitted to deduct a Work-Study award from his educational charges at the beginning of the semester that he has been approved to work. Students work in almost all areas of the campus — library, food service, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules that allow adequate time for their studies.

Students interested in assistance of this type must complete an application for financial assistance which may be obtained from the college's Financial Aid Office. Assistance in completion of appropriate forms will be offered when needed. After being approved for Work-Study, each student worker must visit the Financial Aid Office after registration to obtain a work contract.

How to Apply For Financial Aid

(1) Complete application for Admission to Campbell College and send to Admissions Office, P. O. Box 546, Buies Creek, N. C. 27506.

(2) Complete Financial Aid Application for Campbell College and send to Financial Aid Office, P. O. Box 36, Buies Creek, N. C. 27506.

(3) Complete Parents Confidential Statement (PCS) available from your guidance office and send it to College Scholarship Service with a request that a copy of their analysis be sent to Campbell College, code #5100.

Application for financial aid should be received in the Financial Aid Office by April 1. Financial aid is awarded as soon as all information listed above has been filed, and you have been accepted for admission to the college. Applications received after April 1 will be considered as funds become available.

ENDOWMENT FUNDS

Restricted Endowment Funds

The Lewis Edward and Martha Barnes Tyner Chair of Bible. The children of this fine Robeson County family, grateful for the Christian precepts of their home and for their superior educational advantages afforded them by their parents, set up in 1964 a generous trust fund for the establishment of this memorial Chair of Bible at Campbell College.

The Graham A. Barden Chair of Government. To commemorate the nationally recognized record of service to his country by Congressman Graham A. Barden of New Bern, North Carolina, and in recognition of his genuine interest in Campbell College, business and private friends of the late chairman of the House Committee on Education and Labor have endowed this memorial.

The Charles B. and Alma Dark Howard Chair of Religion. The Board of the Howard Memorial Fund endowed this substantial fund in 1972 to honor Dr. and Mrs. Charles B. Howard. It recognizes the more than fifty years which the Howards have given to teaching, evangelism, and religious education in the Southern United States.

The Lundy Chair of The Philosophy of Business. Mr. and Mrs. Burrows T. Lundy of Clinton and their family have endowed at Campbell College a Chair of the Philosophy of Business. By establishing this chair the Lundys are continuing their interest in preserving the Free Enterprise System and are making possible

the teaching of the Free Enterprise Philosophy of Business at Campbell College.

Unrestricted Endowment Fund

The D. Rich Memorial Endowment Fund Established from a portion of the D. Rich bequest to Campbell College made in the year 1926.

Restricted Endowment Funds in Progress

Mabel Powell Memorial Chair of English Fund

Department of Geology Endowment Fund

Bank of North Carolina, N.A., Chair of Banking Fund

Claude E. Teague Library Book Shelf Fund

Evelyn and James Bennett Willis Annuity Fund

Margaret Ross and James Bennett Willis Annuity Fund

Mrs. Siddie Sauls Annuity Fund

Blackmon Annuity Fund

Hatcher Annuity Fund

Ruth Bertha Johnson Annuity Fund

Bachelor's Degrees

Campbell College confers six Bachelor's degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music Education, Bachelor of Special Studies, and Bachelor of Health Science.

To be eligible for a Bachelor's degree, the candidate must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum resident requirement of thirty-two semester hours. This shall be interpreted as the last year preceding graduation.

A candidate for a Bachelor's degree must complete 128 semester hours of college work including Health 111 and two semester hours of physical education. He must average C on all work attempted, average C on all work attempted at Campbell College, and average C or better in all courses required for the major.

He must complete a minimum of nine semester hours in the departmental major at Campbell. A candidate must also satisfy the Cultural Enrichment Program attendance requirements.

The maximum number of hours that a student is normally allowed to attempt before qualifying for graduation is 160. A student may exceed this number only with the approval of the Retention Committee.

Associate in Arts Degree

A candidate for the Associate in Arts degree must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum residence requirement of sixteen semester hours.

A candidate for the Associate in Arts degree must complete 64 semester hours of college work including Health 111 and two semester hours of physical education. He must have earned a C average on all work offered for graduation. Also, he must have a C average on 80 per cent of all work attempted.

Graduation

Degrees will be conferred at the end of the regular semesters in December and in May and at the end of the second term of summer school.

The responsibility for meeting the requirements for graduation rests upon the student.

Application for Graduation

The candidate is responsible for making application for graduation in writing *at least ninety days before graduation.* Also the candidate must take care of all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all work attempted and on all credit earned at Campbell College.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell College.

Graduation in Absentia

All candidates are urged to participate in the graduation ceremony. Those students who cannot be present should submit to the Academic Dean a written request with their justifications for graduating in absentia.

The General College Curriculum

The General College Curriculum is composed of courses from six subject areas. Beginning students should select courses from the General College Curriculum in the following order:

A. *English Language and Literature*
All students must take an English course every semester until the English requirement is fulfilled.

B. *Foreign Languages*
All students must take a Foreign Language every semester until the Foreign Language requirement is fulfilled.

C. *Mathematics and Science*
All students must take Mathematics every semester until the Mathematics requirement is fulfilled. All students must take 8 hours of Science during either the Freshman or Sophomore year.

D. *Western Civilization*
All students must take either History 111, 112 or Religion 101, 202 or 212 during the Freshman year. Six additional hours are required in Social Science. All students must take the other required general courses during the Freshman or Sophomore year. (Students interested in majoring in History or Social Science should take History 111, 112 during the Freshman year.)

E. *Physical Education and Health*
All students must take two semester hours of Physical Education during the Freshman year and Health 111 prior to admission to the Junior class.

F. *Fine Arts*
All students must take either Art 131, Music 131, or Drama 131.

Exceptions to the General College Curriculum must be approved by the appropriate Department Chairman and the Academic Dean.

Alternate Courses

In order to complete a schedule a Freshman or Sophomore student may select one of the following courses:

Economics 223, 224
Education 221
English 228
Psychology 222
Journalism 201
Geography 113
Government 229, 230
Home Economics 107
Natural Science 211
Physics 231
Sociology 225, 226

Other Freshman and Sophomore level courses may be selected as an alternate upon the recommendation of the student's faculty advisor.

General Requirements for Degrees

Bachelor of Arts

	Sem. Hrs.
Art 131, Music 131, or Drama 131	3
English 111, 112, 221, 222	12
*Foreign Language	18
History 111-112	6
Social Science or Philosophy	6
Mathematics 130, 140, 150 or 160	6
Natural Science	8
Religion	6
Major	up to 45
Health 111	2
Physical Education	2
Electives	to total 128

Bachelor of Science

	Sem. Hrs.
Art 131, Music 131, or Drama 131	3
English 111, 112, 221, 222	12
*Foreign Language	12
History 111, 112	6
Social Science or Philosophy	6
Mathematics 130, 140, 150, or 160	6
Natural Science	12
Religion	6
Major	up to 45

Health 111	2
Physical Education	2
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Business Administration

	Sem. Hrs.
Accounting 213, 214, any 300 level course	9
Art 131, Music 131, or Drama 131	3
Business Administration 200, 221, 222, 225, 313, 331, 332	18
Economics 223, 224, 447, 453, 6 hours of Economics elective	18
English 111, 112, 221, 222	12
*Foreign Language	6
Mathematics 130, 140, or 160	6
Natural Science	8
Psychology 222	3
Religion 101, 3 hours elective	6
Health 111	2
Physical Education	2
History 111, 112	6
Speech 113	2
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Science (Elementary Education)

	Sem. Hrs.
Art 131, 334	6
English 111, 112, 221, 222, 335, 328 or 336	18
*Foreign Language	6
Geography 113	3
Government 229	3
Sociology 345	3
Health-Physical Education 333, 334, 444	6
History 111, 112, 221, 222	12
Mathematics 170, 180	6
Music 131, 323	6
Science Education 113, 114, 115	9
Psychology 222	3
Education 221, 341, 351, 431, 443, 444, 445, 446, 457	30
Religion 101, 202, or 212	6
Speech 113	2
Health 111	2
Physical Education	2
Electives	to total 128

See department course descriptions for grade 4-9 certificate requirements.

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Music Education

	Sem. Hrs.
English 111, 112, 6 hours elective	12
Foreign Language	12
History 111, 112	6
Mathematics 150	3
Natural Science 111, 112	8
Religion	6
Health 111	2
Education 221, 222, 341, 431, 452, 453, 457	24
Music and Music Education	up to 42
Applied Music	up to 18
Choir or Band	7
Physical Education	2

Bachelor of Special Studies

	Sem. Hrs.
English 111, 112	6
Religion 101	3
Mathematics 160	3
Chemistry 111	4
Art 131, Music 131 or Drama 131	3
History 221, 222	6
Government 229, 230	6
Sociology 225, 226	6
Psychology 222	3
Health 111	2

Bachelor of Health Science

	Sem. Hrs.
English 111, 112, 3 hours elective	9
Religion 101	3
Mathematics 130, 140, 150, or 160	3
Social Sciences-History 111, 112, 6 hours elective	12
Chemistry 111, 113, or Biology 111, 112	8

Art 131, Music 131, or Drama 131	3
Psychology 222	3
Health 111	2
Physical Education	2

Associate in Arts

	Sem. Hrs.
Art 131, Music 131, or Drama 131	3
English 111, 112, 221, or 222	9
History 111, 112	6
Mathematics 130, 140, 150, or 160	6
Natural Science	4
Religion 101	3
Health 111	2
Physical Education	2

ART

INSTRUCTORS: MR. RABB, MR. SEAPARK

A concentration in Art requires a minimum of 18 semester hours. Required courses include Drawing and Painting (103), The Visual Arts (131), Design (201), and Ceramics (211) or Sculpture (213). An additional 6 hours must be selected from the following: Ceramics (211), Sculpture (213), Drawing and Painting (104), Advanced Design (202), Drawing and Painting (203, 204), Advanced Ceramics (212), Sculpture (214), or Advanced Sculpture (313, 314).

103. Drawing and Painting (3).
Introduction to various drawing media while exploring human anatomy. Color theory and practice concludes the semester. (Fall).

104. Drawing and Painting (3).
Continuation of Art 103 with emphasis on acrylic or oil painting based on the live model. (Spring).

131. Visual Arts (3).
Theory, history, and appreciation of the visual arts as communicative media. Slide lectures and discussion. (Every semester).

201. Design (3).
Design principles that are inherent in every visual art form will be studied and applied in two and three-dimensional studio work. Class discussion. (Alternate semesters).

202. Advanced Design (3).
An individualized continuation of Art 201. (Alternate semesters).

203. Advanced Drawing and Painting (3).
Individual studio research dwelling on problems of composition. Prerequisite Art 103, 104. (Every semester).

204. Advanced Drawing and Painting (3).
Continuation of Art 203. (Every semester).

211. Ceramics (3).
Basic experiences in wheel-throwing and hand-building with a concern for three-dimensional design. (Alternate semesters).

212. Advanced Ceramics (3).
An individualized continuation of Art 211. (Alternate semesters).

213. Sculpture (3).
Study of mass and volume using clay, plaster, and other pliable materials. (Fall).

214. Sculpture (3).
Continuation of Art 213 with study of mold construction and casting. (Spring).

313. Advanced Sculpture (3).
Introduction to acetylene welding and more complex sculptural methods. Prerequisite Art 213, 214. (Every semester).

314. Advanced Sculpture (3).
Continuation of Art 313. (Every semester).

321. Children's Art (3).
Methods and material of art teaching in the elementary school. Creative experiences in diverse media as well as a study of children's art. (Every semester).

BIOLOGY

PROFESSOR: DR. BEARD
ASSOCIATE PROFESSORS: MR. McINTYRE, DR. SOOTS, DR. YARBROUGH
ASSISTANT PROFESSORS: MISS MATTHEWS, MRS. McCALL

A major in Biology may be obtained either within a general curriculum, a teacher certification, or a pre-professional curriculum. Ancillary requirements for the major include Mathematics 130, 160, Chemistry 111, 113, 217 or 227 and 228, and Physics 221, 222. Mathematics 222 is an additional requirement in the pre-professional curriculum. The major consists of a minimum of thiry-two semester hours, and includes 111, 114, 327, 342, 346, and 437.

A student may elect a major in Natural Science or in Science Education with a concentration of twenty-four semester hours in Biology. It is recommended that the concentration include 111, 114, 327, 342, 346 and 437, and that careful attention be given to selection of cognate courses in Mathematics and other sciences.

No more than eight hours from the 100-series may count toward a major or a concentration.

111. Basic Biology (4.)
An introduction to elementary aspects of cell biology, heredity, development, and functional biology. Prerequisite to all other courses except 113.

112. Human Biology (4).
A study of man from the standpoint of body structure and function, cultural development, and biological relationships (See Biology 221).

113. Environmental Biology (4).
An analysis of environmental problems with application of ecological knowledge to the restoration and maintenance of life-sustaining quality in the world ecosystem.

114. Organismal Biology (4).
A study of organisms and the diverse solutions to the requirements for existence exhibited by them. The evolutionary theory is considered as a unifying concept of diversity in life forms.

211. Field Botany (4).
Collection, identification, and natural history of vascular plants.

212, 216. Short courses in plant biology of half-semester duration.
Attention is given to field relations, identification, comparative morphology, reproduction, and phylogeny.

212. Algae (2).
Freshwater, terrestrial, and marine types.

216. Bryophytes (2).
Mosses, Liverworts, and hornworts.

221. Human Anatomy and Physiology (4).
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Required of students in Physical Education and Health. Credit may not be received for both 112 and 221.

223. Invertebrate Zoology (4).
A phylogenetic approach to the biology of invertebrate groups.

224. Vertebrate Field Zoology (4).
A study of vertebrate evolution, functional morphology, behavior, natural history and distribution.

238. Developmental Anatomy (4).
An integrated approach to the study of comparative vertebrate anatomy and embryology.

327. Ecology (4).
A study of interactions or organisms with their environments. Prerequisites: Biology 114, Chemistry 111 and/or Physics 222, and Mathematics 160; or permission of the instructor.

331. Invertebrate Paleontology (4).
See Geology 331. Prerequisites: Biology 114, 223, or Geology 112; or permission of the instructor.

332. Paleobotany (3).
See Geology 332. Prerequisites: Biology 114, 211, or Geology 112; or permission of the instructor.

334. Microbiology (4).
A treatment of the fundamental aspects of the biology of microorganisms, primarily bacteria. Prerequisites: Chemistry 111, 113.

342. Genetics (4).
A study of heredity. Prerequisites: Chemistry 111, 113, Mathematics 160, and eight hours in Biology; or permission of the instructor.

346. Biological Compounds (2).
An introduction to the descriptive biochemistry of carbohydrates, lipids, proteins, nucleic acids, enzymes, and coenzymes. Prerequisites: Chemistry 217 or 227 and 228.

437. General Physiology (4).
An introduction to basic physiological processes occurring on the cellular, organ, and organismic levels. This integrated approach deals with energetics and nutrition, electrochemical phenomena, contractility, gas exchange, transport systems, excretion, osmotic and temperature relationships. Prerequisites: Biology 114 and 346, or permission of the instructor.

447-448. Biology Thesis (4).
The investigation of a problem for two semesters in the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

460. Special Topics (2).
Investigation of important aspects of modern biology not normally covered in depth in other courses. Topic may vary from year to year. Format is student-participation and discussion. Open to Juniors and Seniors majoring or concentrating in Biology, or other students by permission of the instructor.

BUSINESS

PROFESSOR: DR. LANDON

VISITING PROFESSORS: MR. MILLER, MR. SCHILPP, MR. STRANGE, DR. WATTS

ASSOCIATE PROFESSORS: MR. FOLWELL, MRS. BEASLEY, MRS. MULKEY, MR. VERMILLION

ASSISTANT PROFESSORS: MR. GARDNER, MR. GASKILL, MRS. SIKES

INSTRUCTORS: MR. LINTON, MR. VAN DER PLOEG, MR. WOODALL

Four-Year Curricula Leading To Bachelor Degrees

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 325, 333, 334, 335, 443, 444, Business Administration, 200, 221, 222, 313, either 331 or 332, Data Processing 225, Economics 223, 224, 357, 453, 447.

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 331, 332, Data Processing 225, Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in Data Processing (BBA): Accounting 213, 214, 323, Business Administration 200, 221, 222, 313, 314, 331, Data Processing 224, 226, (either 341, 342, 343 or 351, 352, 353), 451, 452, 561, 562, Economics 223, 224, 333, 357, 453.

Requirements for a major in Economics (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 559, and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 222.

Requirements for a major in Trust Management (BBA): Accounting 213, 214, 333, Business Administration 200, 221, 222, 314, 433, 435, Data Processing 225, Economics 223, 224, 453, Trust Management 315, 330, 430, 431, 530, 531, 532, 533, 535.

Requirements for a major in Business Education (Basic) (BS): Accounting 213, 214, 323, Business Administration 200, 221, 222, 313, 331, 332, Data Processing 225, Economics 223, 224, 357, 453, Education 221, 341, 431, 452, 453, 457, Secretarial Science 331 and two courses in typing.

Requirements for a major in Business Education (Comprehensive) (BS): Accounting 213, 214, Business Administration 200, 221, 222, 313, 332, Data Processing 225, Economics 223, 224, 357, Education 221, 341, 431, 452, 453, 457, Secretarial Science 115, 116, 120, 225, 331, 332 and two courses in typing.

Two-Year Vocational Curricula Leading To Associate Degrees

Requirements for a major in Secretarial Science (AA): English 111, 112, 113, 221, 222, Health 111, PE 2 hours, Math (either 130, 140, or 160,) Psychology 222, Religion 101 and one religion elective, Accounting 213, Business Administration 200, 221, Secretarial Science 111, 112, 115, 116, 120, 221, or 222, 225, 226, 229, 230, 331, 332, 333.

Requirements for a major in General Business (AA): English 111, 112, 113, 221 or 222, Health 111, PE 2 hours, Math (either 130, 140, or 160), Psychology 222, Government 229, Religion 101 and one religion elective, Accounting 213, 214, Business Administration 200, 221, 222, 313, Economics 223, 224, Secretarial Science 111, 331.

ACCOUNTING

213-214. Accounting Principles (4, 3).
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals, worksheets, financial statements, negotiable instruments and departmental costs.

323-324. Intermediate Accounting (3, 3).
A study of the principal accounting statements. A review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3).
A study of the uses af accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions — what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

333. Taxation (3).
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure.

334-335. Cost Accounting (3, 3).
The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, process costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

443. Auditing (3).
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: Business Administration 323, 324.

444. Advanced Accounting (3).
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisite: Business Administration 323, 324.

BUSINESS ADMINISTRATION

200. The Philosophy of Business (3).
Nature and function of business; origins and mores of private ownership; development of free markets and capitalism; government protection, regulation, and control of business; problems of poverty and famine, inequality, conservation of resources, pollution, monopoly, trade unionism, automation, and managed currencies.

221-222. Business Law (3, 3).
The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3).
A study of the principles, methods, and problems relating to managing the current and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

331. Principles of Management (3).
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3).
A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards

for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

400. Human Behavioral Laboratory (3).
A course designed to consider human relations and the positive cooperative efforts of people working together in a mature manner from the behavioral science viewpoint. Principal stress is placed on the importance of developing and maintaining a positive mental attitude in our total life environment. A major goal will be to further understanding of human dynamics and the process of interaction. Prerequisite: Principles of Management 331. Not offered every semester.

433. Principles of Insurance (3).
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisites: Junior standing, completion of Business Law 222; or approval of instructor.

435. Principles of Real Estate (3).
Fundamental principles and problems in purchasing, owning, leasing, developing, and operating real estate; interests in reality, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

441. Retail Management (3).
A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions.

442. Advertising (3).
The purpose of this course is to provide students wtih a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

500. The Philospohy of Voluntary Association (3).
The nature of man; individual differences and social adaptation; advantages and costs of cooperation; meaning of freedom and responsibility; the morality, economics and politics of voluntary associations.

536. Seminar in Management (3).
A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing in Business Administration and permission of the instructor.

DATA PROCESSING

225. Introduction to Automated Data Processing (3).
A general introduction to the historical development of data processing, its role in present-day life, its future potential, concepts and basic features of automated data processing systems — hardware and software, and the types of people required by these systems — professional and technical. In this course the student will learn to program a computer using FORTRAN, prepare data for entry into the computer, and operate a computer.

226. Systems Analysis and Programming (3).
Introduction to computer programming and automated data processing system analysis. The course is designed to enable the student to develop an understanding of his career potential in programming and analysis. Laboratory work provides the student with firsthand introductory level practical experience in both career fields. The student will design and program a system.

241. Programming I (3).
The programming of introductory level business applications such as payroll, accounts payable, accounts receivable, inventory control.

342. Programming II (3).
The programming of intermediate level business applications such as accounting reports, cost reports, department reports, sales analysis.

343. Programming III (3).
The programming of advanced level business applications such as budget control, profit and loss statements, management information reports.

351. System Analysis I (3).
The analysis and design of introductory level business systems such as payroll and accounts receivable.

352. System Analysis II (3).
The analysis and design of intermediate level business systems such as cost reports and sales analysis.

353. System Analysis III (3).
The analysis and design of advanced level business systems such as budget control and management information reports.

451. Data Processing Organization (3).
Course is designed to develop an understanding for the need for data processing organization, changes required by organization growth, equipment and software replacement, geographical factors and shifts in management policy.

452. Data Processing Management (3).
The manager's role in data processing, his relationships and responsibility to those outside the data processing

activity and to those inside that activity. The importance of the planning function adaptations he can expect to have to adjust to with growth, equipment change, etc.

561. Data Processing Case Study (3).
A series of cases involving a wide variety of data processing management problems permitting student firsthand involvement in class problem discussion in arriving at possible solutions and examination of their relative merits.

562. Data Processing Design Project (3).
A project wherein students are given requested system requirements data and then required as a group to analyze the data, determine a system design, program the system and test it using data furnished to them.

ECONOMICS

223. Economics (3).
A study of the national economy with emphasis on economic institutions; determination of national income; economic fluctuations, functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

224. Economics (3).
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224.

334. Money, Income and Employment (3).
A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223-224.

357. Public Finance (3).
A study of the revenues and expenditure of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

447. Public Control of Business (3).
Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government created monopolies. Prerequisites: Economics 223-224.

453. Money and Banking (3).
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

554. Labor Economics (3).
Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economics implications of labor policy. Labor relations and the community.

555. Comparative Economic Systems (3.)
Comparative analyses of the economic theories, institutions and operation of communist, socialist, facist, and capitalist systems. Prerequisites: Economics 223-224.

556. History of Economic Doctrine (3).
A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

558. International Economics (3).
A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

559. Senior Seminar in Economics (3).
Selected topics with small classes. Prerequisites: Economics 223-224.

560. Independent Study (3).
Offered with permission of department chairman.

TRUST

315. Management of a Trust Department (3).
A study of organization, staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business. Prerequisites: Wills, Estates and Trusts 330.

330. Wills, Estates and Trusts (3).
A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a depositive device. The planning and administration of property in estates, trusts and guardianships.

430. Fiduciary Law (3).
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3).
A study of the field of investments; the securities markets; classes and characteristics of media; mathematics of investments; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 214, Corporate Finance 314.

530. Fiduciary Law (3).
A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investments (3).
A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3).
A study of the principles and techniques of planning the disposition of property by will and trust. Fields covered include wills, intervivos trusts, insurance trusts, pension and profit sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of personal plan and will. Prerequisite: Taxation 533.

533. Taxation (3).
A study of the basic principles and major problems of federal estate and gift laws in the light of the Tax Reform Act of 1969. Some attention will be given the problems of local inheritance tax laws. Prerequisite: Taxation 333.

535. Estate Administration and Accounting (3).
A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings, income tax and gift and estate tax preparation, investments, accounting which requires the student to set up and operate a complete set of books and prepare all necessary court accountings, making final distribution per terms of the Last Will and Testament. One hour lab session follows each class period.

SECRETARIAL SCIENCE

111. Beginning Typewriting (2).
A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students, 35 words a minute.

112. Elementary Typewriting (2).
Measurement of basic and production skills, with emphasis on letters, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

115. Beginning Shorthand (3).
The principles of Diamond Jubilee Shorthand are taught. Sufficient writing practice is given to develop a writing speed of 60 words a minute.

116. Elementary Shorthand (3).
Dictation and transcription are stressed. Emphasis is placed on word-division, spelling, punctuation, correct grammar. Sufficient writing practice is given to develop a writing speed of 80 words a minute.

120. Elementary Transcription (2).
The fusion of the skills of English, shorthand, and typing are stressed to the end that efficiency in producing mailable transcripts is attained. Transcription of a minimum of fifty mailable letters and five articles at a reasonable speed is required.

221. Advanced Typewriting (2).
Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

222. Advanced Typewriting (2).
Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; accounting students, 55 words a minute.

225-226. Advanced Shorthand (3, 3).
An intensive review of Diamond Jubilee Series Shorthand is given. Practice is provided in the construction of new outlines by evolution drills. A minimum dictaphone speed of one hundred words a minute is required.

229-230. Advanced Transcription (2, 2).
A continuation of Transcription 120 is pursued. Basic techniques of transcription are refined and improved. Transcription of a minimum of fifty mailable letters and five articles at commercially accepted standards is required a semester.

331. Office Machines (2).
Speed and accuracy are stressed in the operation of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

332. Office Management (3).
This course is designed to provide an opportunity for an individual to understand himself and his relationships with others. Special emphasis is placed on small group word in problem-solving situations.

333. Office Practice (1).
A study in filing, key punch, dictaphone transcription, duplicating, and other office procedures. Prerequisite: S.S. 112.

CHEMISTRY

PROFESSORS: OR. JUNG, OR. HOVIS
ASSOCIATE PROFESSORS: MRS. BRITTON, OR. PETERSON

Requirements for a major in Chemistry: A Candidate for the Bachelor's degree with a major in chemistry must satisfactorily complete Chemistry 111, 113, 227, 228, 315, 334 and courses numbered above Chemistry 228 to total a minimum of thirty-five semester hours. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the third course in Calculus and acquire a reading knowledge of German and/or French.

Requirements for a teacher certification: Those who seek certification in an area of science to teach in secondary school should major in Science Education. The student who chooses Chemistry as his area of concentration should satisfactorily complete twenty-four semester hours in this area, and six semester hours in each of the following: Physics, Earth Science, Biology, and Mathematics. To meet the minimum certification requirements in the area of Chemistry, the following courses are recommended: Chemistry 111, 112, 113, 217, 315 and one additional elective course in Chemistry.

111. General Chemistry (4).
A broad overview of the various divisions of chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry. No credit toward meeting the general requirements in Natural Science will be given for Chemistry 111 until either Chemistry 112 or 113 is satisfactorily completed. Corequisite or Prerequisite: Math 150. (Every semester)

112. Environmental Chemistry (4).
Some of the chemistry involved in nature's balance of the components of our environments; and some chemical effects of pollutants. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring)

113. Qualitative Analysis (4).
The fundamental principles, problems, and methods of separation and identification of the common cations. Prerequisite: Chemistry 111. (Every semester)

217. Elementary Organic Chemistry (4).
An introductory course designed for nurses, medical technology students and others who desire a semester of organic chemistry. Prerequisites: One year of college chemistry. (Spring)

227, 228. Organic Chemistry (5, 5).
A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Special topics include spectroscopy, stereochemistry, carbohydrates, amino acids, and proteins. Prerequisite: Chemistry 113. (Fall, Spring)

315. Quantitative Analysis (5).
A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall)

329. Qualitative Organic Analysis (4).
The systematic identification of organic compounds. Prerequisites: Chemistry 228. (Fall) (Corequisite): Chemistry 341.

331. Inorganic Chemistry (4).
A course dealing with descriptive and theoretical inorganic chemistry. Prerequisite: Chemistry 315 (Spring)

334, 435. Physical Chemistry (5, 5).
A two-semester course covering the elements of chemical thermodynamics, kinetics and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisite: Chemistry 315 and Math 222. (Spring, Fall)

341. Spectroscopic Methods (3).
The use of spectroscopic analysis in the identification of organic compounds. (Fall)

429. Organic Preparations (2).
A laboratory course employing special techniques in the preparation of organic compounds. Prerequisites: Chemistry 228.

431. Inorganic Preparations (2).
A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

445, 446. Chemical Research (2-4).
An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1, 1).
Senior chemistry majors are required to participate; others are encouraged to attend. (Fall, Spring)

EDUCATION AND PSYCHOLOGY

PROFESSORS: OR. SWIERS, OR. FREEMAN, OR. TURNER
ASSOCIATE PROFESSORS: OR. CALVERT, MRS. BROOKS
ASSISTANT PROFESSORS: MRS. GRAY, MRS. PARKER, MR. TAYLOR, MR. NICHOLSON

OBJECTIVES

The purposes of the Department of Education and Psychology are as follows:

(1) To coordinate the educational preparation of all prospective teachers and to provide the necessary professional courses and experiences. Teacher Education has been one of the important functions of the college since it became a senior college.

(2) To provide a major in Elementary Education.

(2) To provide a major in psychology.

(4) To contribute to the over-all general-education objectives of the college through courses in education and psychology.

ADMISSION POLICY

All candidates for teacher education must be officially admitted to the teacher program of the college. The criteria for admission to this program include, among other requirements, the following:

(1) Grades — a minimum average of C in the major field, in overall scholastic work, and a C or better in all professional education courses.

(2) Approval of the major department and of the Department of Education.

(3) Approval of the Dean of the College and the Dean of Students.

(4) No conditions, academic or otherwise.

(5) Completion of selected standard examinations and a satisfactory pattern of scores.

To qualify for a North Carolina Class A teaching certificate, a degree in Bachelor of Arts or Bachelor of Science must be obtained. The requirements for these degrees are listed elsewhere in this catalogue. The Elementary Education major is planned for those students who wish to qualify for a North Carolina Class A Early Childhood (K-3) or Intermediate (4-9) certificate. The student wishing to qualify for a secondary certificate must select a major in an academic field — the academic field in which he wishes to be certified. Below is a summary of the professional education courses which must be taken to qualify for an elementary school certificate or a secondary school certificate.

ELEMENTARY TEACHERS

Freshman or Sophomore Year: Psychology 222 — General Psychology

Sophomore Year: Education 221 — Introduction to Education

Sophomore or Junior Year: Education 341 — Human Growth and Development

Junior Year: Education 351 — The Elementary School

When the student wishes to do student teaching the first semester of the senior year, professional courses should be arranged in the following order: Education 221 followed by Education 341 in the sophomore year; Education 351 first semester of the junior year and Education 431 and Education 441 the second semester of the junior year; Education 443, 444, 445, 446 and Education 457 (Student Teaching) the first semester of the senior year; completion of electives and remaining courses required for graduation the second semester of the senior year.

When the student wishes to do student teaching the second semester of the senior year, professional courses may be arranged in the following order: Education 221 sophomore year; Education 341 second semester of sophomore year or first semester of junior year; Education 351 second semester of junior year; Education 431 and 441 first semester of senior year; Education 443, 444, 445, 446 and 457 the last semester of the senior year.

The student majoring in Elementary Education must complete a minimum of 86 hours of specified general-education work. These students choose either the Early Childhood (K-3) or the Intermediate (4-9) level in which to be recommended for certification. The K-3 curriculum provides for specialization in early childhood while the 4-9 curriculum specializes in the intermediate years. The intermediate curriculum also differs from the early childhood curriculum by requiring one course from two fields (6 S.H.) — Geography, Government, Anthropology — and a concentration of not less than 18 semester hours from an academic field.

SECONDARY TEACHERS

Students who plan to teach in High School should complete Psychology 222 and Education 221 and 341 not later than the second semester of the Junior Year. The Professional semester of 15 hours, Education 431, Educational Psychology; Education 452, The Secondary School; Education 453, Methods and Materials in the Secondary School and Education 457, Student Teaching, which may be taken either the first semester or the second semester of the Senior Year, depending upon the student's major, will complete the Professional requirements for teacher certification.

PSYCHOLOGY MAJORS

All candidates for a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades — a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Head of the Department.

4. A satisfactory pattern of scores on a screening battery of tests. The student should request to take the tests at the beginning of his sophomore year or as soon thereafter as possible.

Requirements for a major in psychology: 30 semester hours, including courses 222, 330, 360, 364, 366, 368, 461, 463 and 480. Elective hours may be selected from: 332, 362, 365, 367, 369, 461, 471, 472 and 473. Psychology 222 is a prerequisite to all courses except Psychology 366.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in biology and sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economcis 554 (Labor Economics). Anyone planning to work in the public school should take Education 221. The foreign language that is recommended for graduation is either French or German. Psychology majors may qualify for either a Bachelor of Arts or a Bachelor of Science degree.

EDUCATION

221. Introductory to the Study of Education (3).
Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Required of all prospective teachers. Prerequisite: Psychology 222.

241. Human Growth and Development (3).
Early postnatal life: physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Required of all prospective teachers. Prerequisite: Psychology 222.

351 E. Early Childhood Education (3).
The development, philosophy, and aims and purposes of the elementary school with particular attention paid to the curriculum, the organizational patterns and working relationships for use in developing learning environments for young children ages five through eight or nine.Prerequisite: Education 221.

351 I. Intermediate Education (3).
The development, philosophy, and aims and purpose of the elementary and junior high school with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for pre- and early-adolescent pupils — ages nine through fourteen or fifteen. Prerequisite: Education 221.

353. Introduction to Special Education (3).
The development, philosophy and aims of Special Education with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for exceptional children and youth. Prerequisites: Education 221 and Psychology 222.

356. Curriculum of Kindergarten (3).
Guiding prospective kindergarten teachers in planning and developing a curriculum suitable for the five-year-olds which will be flexible and adaptable to the individual situation. Content of the curriculum will be dealt with specifically, showing how each area assists in obtaining the desired goals the teacher has established, and how the interest of the children and their readiness for the material are influential.

362. Audio-Visual (2).
Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids.

431. Educational Psychology (3).
A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance assessment; and the evaluation of research in educational psychology. Required of all education majors. Prerequisite: Psychology 222.

441. The Teaching of Reading (3).
The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experience in schools constitutes part of the requirement.

441 S. The Teaching of Reading (3).
This survey course in developmental and corrective reading instruction considers issues, objectives, methods, and materials for grades 7-12. Specific areas covered are an understanding of the nature of reading; initial reading procedure; word perception and reading-comprehension skills;

diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities; and a variety of methods and materials. Laboratory experiences in schools constitutes part of the requirement.

443, 444, 445, 446. Elementary School Methods and Materials (9).

443 E. Language Arts for Early Child Education (3).
Traditional and innovative approaches to the teaching of the language arts appropriate for young children. Emphasis is placed on large and small group instruction, individualized learning through centers for reading, listening, oral communication, writing, word recognition skills, and the development and effective use of learning materials — teacher made and commercial. (Required for Early Childhood Certification.)

443 I. Language Arts for Intermediate Levels (3).
Traditional and innovative approaches to the teaching of the language arts appropriate for pre- and early-adolescent pupils. Emphasis is placed on oral and written communication and reading, appraisal of current programs, methods, and materials. Course includes becoming familiar with innovative trends in the development of individualization in creative writing, penmanship, spelling, transformational grammar, literature, and library skills. (Required for Intermediate Certification.)

444 E. Teaching Elementary Mathematics (2).
Prerequisite: Math 170 and 180 or equivalent. Presents modern techniques of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Early Childhood Certification.)

444 I. Teaching Elementary Mathematics (2).
Prerequisite: Math 170 and 180 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing in pre- and early adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Intermediate Certification.)

445 E. Social Studies for Early Childhood (2).
The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, on techniques for developing classroom environment, experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and a value system. (Required for Early Childhood Certification.)

445 I. Social Studies for the Intermediate Level (2).
An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selection and utilization of learning materials, specialized equipment, and resources, including human. (Required for Intermediate Certification.)

446 E. The Science Curriculum, Methods and Materials for Early Childhood (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources — natural and human, evaluation and integration of science concepts and skills into the total learning environment for young children. (Required for Early Childhood Certification.)

446 I. The Science Curriculum, Methods and Materials for the Intermediate Level (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individualized learning through interest centers, development of field resources — both natural and human, evaluation and integration of science concepts and skills in the life patterns and career choices of the pre- and early adolescent pupil. Opportunity is provided for the intermediate teacher candidate to develop science as an area of concentration. (Required for Intermediate Certification.)

447. Improvement of Reading (3).
Principles of diagnosis; selection of materials; individualizing instruction and evaluation techniques for improving reading skills and reading in the subject areas. Prerequisite: Education

441 or the equivalent, or teaching experience.

452. The Secondary School (3).
A continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims, purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. (Required for secondary school certification.)

453. Methods and Materials in Teaching Secondary Grades (3).
Business Education (1)
English (1)
French (2)
Home Economics (2)
Mathematics (1)
Music (1) (2)
Physical Education and Health (1) (2)
Science (2)
Social Studies (1)

The selection of subject matter; the use of the textbook; diagnosing learning problems — readiness, the slow learner, the emotional problem, the gifted; teaching secondary students to read subject matter; methods of teaching — recitation, lecture, laboratory or project, cooperative group; new educational experiments, ideas, and practices — teaching machines, educational television,audio-visual devices, enrichment programs, team teaching. All the above activities as they apply to a specific subject area. Required for secondary level certification. Must be taken in block with Education 457. The numerals above indicate the semester in which the special methods courses are most often offered.

457. Student Teaching (6).
Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses.

PSYCHOLOGY

Students are encouraged to become involved in as many community activities as possible such as tutoring culturally deprived children and being "Big Brothers or Sisters." There is also a volunteer activity at the Mental Health Center which involves a telephone service for people in distress.

222. General Psychology (3).
A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

330. Experimental Psychology (4).
An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course.

332. Social Psychology (3).
The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior; social movements.

360. Developmental Psychology (3).
The effect of the bio-social field on man and the psychological evolution through the life span.

364. Psychology of Personality (3).
A study of the normal personality including a review of factors which influence personality and individual differences.

365. Industrial Psychology (3).
This is a study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior.

366. Statistics I (3).
(See Mathematics 160).

367. Statistics II (3).
A study in statistical inference, correlational techniques, "T" test and analysis of variance will be considered.

368. Psychology of Learning (3).
A survey of the major concepts and experimental methods of learning.

369. Physiological Psychology (3).
A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems.

461. Abnormal Psychology (3).
A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: Psychology 364.

463. Educational and Psychological Testing (3).
The principles of educational and psychological standard tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these

tests to educational and psychological measurement. Laboratory fee, two dollars. Prerequisite: Psychology 336.

471. Clinical Psychology (3).
A survey of the field of clinical psychology covering the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 461 and 364.

472. Perception (3).
A study of vision, audition, chemical senses and psycho-physical methods.

473. Psychology of Exceptional Children (3).
A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities.

475. Theories of Personality (3).
A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only.

480. History of Psychology (3).
This course is an over-all view of the origins of movements, psychological concepts, and fields of study.

485. Psychology Club Seminar (1).
Senior psychology majors who have been active in the psychology club for one semester may receive 1 hour credit per semester for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

490. Practicum O'Berry (3).
Practicum at O'Berry Center for the Retarded at Goldsboro. Selected upperclassmen will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of behavior modification techniques, intelligence testing, and participation in classroom activities.

Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

492. Practicum-Guidance and Counseling in the Public Schools (3).
Selected upperclassmen who are interested in a career in guidance and counseling will be given the opportunity to work with a guidance counselor in the public schools. Students will perform activities expected of guidance counselors, e.g., testing, interpreting tests, and counseling, and will write a paper concerning some aspect of guidance and counseling. Supervision will be given by the guidance counselor with whom the student works, and the faculty at Campbell. Additional credit may be obtained with permission of the student's advisor.

495. Practicum Harnett County Youth Center (3).
Practicum at Harnett County Youth Center in Lillington. Selected upperclassmen will be given the opportunity to become involved in programs of individual intellectual testing, group testing, and obtaining social histories, of the inmates at the prison.

Supervision will be arranged through the staff at the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

497. Practicum-Intensive Work Experience (6).
Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

499. Psychology Seminar (3).
A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

ENGLISH

PROFESSORS: DR. BURKOT, DR GRAHAM, MR. SISTRUNK

ASSOCIATE PROFESSORS: MRS. CHRISTIAN, MRS. FREY, MRS. KENNEDY, MS. STEWART

ASSISTANT PROFESSORS: DR. GILBERT, MRS. LAUFFER, DR. STEPHENSON, MRS. WHITLEY, MISS WOOTEN

Requirements for a major in English: 36 hours with a "C" average or better in English beyond the freshman level are required for the teaching and non-teaching major. Eighteen hours in English beyond the freshman level are required for students who wish to major in another curriculum with a concentration in English; nine of these eighteen hours must be courses on the 300 level or above. Students who wish to use English as a related field of concentration must ask for advice and approval of the English Department.

Requirements for a Teacher's Certificate: An English major as described above, but with these specific requirements: British literature (from courses numbered 300 and above), 6 semester hours;- American literature (from courses numbered 300 and above), 6 semester hours; English 336-B (Modern Grammar), 3 semester hours; English 443 (Methods of Teaching English) whose semester hours may not be applied toward the total number of hours required for the student who majors in English and fulfills requirements for the teacher's certificate. English electives, 12 semester hours. Total number of semester hours for the teaching major in English — 42. Regarding electives —

the following courses are strongly recommended: Speech 113 (Voice-Diction), Speech 114 (Oral Interpretation), Journalism, Creative Writing, Playwriting and Directing, Adolescent Literature, Advanced Grammar and Composition. Also, specific courses may be selected by the student and his advisor in order to meet his special needs and interests and to enable him to meet the competencies outlined by the State Department of Education. (See the Department of Education for a statement of requirements in Education for prospective teachers.)

111. Composition (3).
A course designed to make the student proficient in written composition.

112. Composition (3).
A course designed to provide more experience in written composition and to introduce the student to poetry, fiction, and drama.

221. British Masters (3).
A study of selected works by major British authors.

222. American Masters (3).
A study of selected works by major American authors.

223. Masterpieces of Fiction (3).
A study of selected works of fiction — British, American, and Continental.

224. Masterpieces of World Literature (3).
A study of selected works by major literary figures.

228. Word Study and Vocabularly (2).
A systematic study of word origins and meanings with the objective of vocabulary building as a means of improving the ability to think, read, and communicate effectively. Prerequisite: English 111-112.

229. Creative Writing (3).
A study of the techniques of writing primarily poetic and prose fiction and secondarily non-fiction.

321-A. Masters of English Literature (3).
Before 1750.

321-B. Masters of English Literature (3).
After 1750.

328. Child Language Development (3).
Intended primarily for K-3 elementary education majors, this is an introduction to three grammars — traditional, structural, and transformational. Emphasis will be placed on spelling and current American usage.

329. Contemporary World Literature (3).
Readings in translation from the major contemporary world literary figures. Readings might be centered around a theme, a literary problem, or a nationality.

331. Literature of the English Renaissance (3).
A study of main Renaissance religious and philosophical ideas as they appear in works of literary figures in Renaissance English.

332. Shakespeare Survey (3).
A comprehensive survey of Shakespeare's plays, based upon a study of selected works illustrating his development and significance as a dramatist. Some supplementary readings in the fields of Shakespearean criticism, and the Elizabethan theatre and English life.

333. History of the English Language (3).
The development of our language from its origins to modern times; some texts of Chaucer are studied to illustrate Middle English. The course surveys the language in relation to changing society and to the literature of successive periods.

335. Children's Literature (3).
A course for students who expect to teach the language arts in the elementary school, including the reading and evaluation of literature designed for children, with some attention to illustrators and other visual arts. This course is open to majors in Elementary Education only.

336-A. Advanced Grammar and Composition (3).
An intensive study of traditional grammar with strong emphasis on current American usage and composition.

336-B Modern Grammar (3).
The systematic study of the phonology, morphology, and syntax of English with emphasis on the development of language study and on modern approaches to the study of American English.

338. English Drama (3).
The history of English drama, with the reading of representative masterpieces of dramatic composition from the medieval beginnings to 1642, exclusive of Shakespeare.

440. English Literature of the Neo-Classical Period (3).
A study of such authors as Dryden, Pope, Swift, and Johnson, belonging to the classical tradition; also, the beginning of Romanticism in poets of the eighteenth century.

441. Poets and Prose Writers of the Romantic Period (3).
Wordsworth and contemporary poets; literary critics, including Coleridge; essayists, including Lamb.

444. Poets and Prose Writers of the Victorian Period (3).
Tennyson, Browning and contemporary poets; Macaulay, Carlyle, Ruskin, and other prose writers. Attention is paid to the social and philosophical aspects of this era as revealed in the literature.

445. The English Novel (3).
A study of important and representative English novels, chiefly of the nineteenth century.

451. Modern Drama (3).
From Ibsen to the present. Realism and naturalism; various developments in non-realistic drama, such as symbolism and expressionism. Continental writers important in the modern drama; British and Irish dramatists; American playwrights beginning with O'Neill.

452. Modern British and American Poetry (3).
A study of selected British and American poets, chosen to represent poetic range and direction, philosophies and artistic techniques, and conflicting diversities, from about 1912 to the present.

453. Nineteenth Century American Fiction (3).
An examination of the human condition as imaged in the world-views of the novels of nineteenth century America.

455. Contemporary American Fiction (3).
A study of selected contemporary American writers of prose fiction, with attention to changing aesthetic, social and literary conventions.

456. Seminar (3).
Subjects for in-depth analysis and discussion to be drawn from varying areas of literary interest and concern.

457. Contemporary Literature 1914 to the Present (3).
Survey of modern English and American literature, with principal attention to the major developments in fiction, poetry, and criticism.

460. Independent Study.
Requirements are established in consultation with an instructor.

499. Senior Essay (3).
An independent study the subject of which is selected by the student in consultation with the student's chosen professor. In addition to the essay the study will culminate in an oral examination.

IN-COURSE HONORS AND SENIOR ESSAY

The English Department has instituted a program that will provide two areas in which the able student may undertake independent study for both credit and recognition — In-Course Honors and a Senior Essay. The In-Course Honors work is to be independent study undertaken as an adjunct to an upper level English course, whereas the Senior Essay is to be directed independent study in an area selected by the student. English majors may work toward an honors degree in English by undertaking two In-Course Honors courses and the Senior Essay. However, the department encourages interested students to pursue a plan of independent study (In-Course Honors) whether or not they plan to undertake the departmental honors program.

FOREIGN LANGUAGES

PROFESSORS: DR. EARP, DR. BURKOT

ASSOCIATE PROFESSORS: MR. D. PHELPS, MRS. M. BAGBY

ASSISTANT PROFESSOR: DR. R. PHELPS

INSTRUCTOR: MR. MADSEN

The foreign language requirements for a degree at Campbell are 18 semester hours for the Bachelor of Arts and 12 hours for the Bachelor of Science.

It is assumed that the freshman student entering Campbell will have completed 2 units of the same language in high school. Those 2 units will satisfy 6 hours of the Campbell language requirement, and the student should begin in the courses numbered 111-112, the intermediate level.

Credit for 101-102 in the same language may not be earned after taking 111 or 112.

A student choosing a foreign language different from the high school credit must complete the intermediate level of the new language — the courses numbered 111-112.

Requirements for a French major and certification: At least 25% of all credit hours required for graduation must be in courses of French above 101-102 and excluding the course in methods (400). French 231-232, 300, and 400 must be included. The requirements of the State of North Carolina for instruction in the Education Department must also be met. A French major without certification requires the above, excepting French 400.

It is recommended that a student majoring in French use his electives to secure as strong a background in the liberal arts as possible. His electives should include another language.

The chairman of the department will send a detailed outline for each course and answer any inquiries concerning the department.

FRENCH

101-102. Elementary French (3, 3).
Reading, writing, speaking, listening.

111-112. Intermediate French (3, 3).
Continued study of basic skills and grammar. Prerequisite: 101-102.

221-222. Survey of French Literature (3, 3).
The first semester treats French literature until 1800. The second semester treats French literature from 1800 to the present. French 231-232 should be taken concurrently with this course if possible. Required of majors.

231-232. Composition and Conversation (3, 3).
Competency in speaking and understanding the normal conversational French of native speakers, and in writing and reading conversational and literary French writing. Required of majors.

250. Phonetics and Pronunciation of French (3).
A study of phonetic transcription and individual instruction in French pronunciation.

300. History and Civilization of France (3).
The geography, the culture, and the political intellectual history of France. Required of majors.

320. Medieval French Literature (3).
Major texts of French until 1500.

330. French Renaissance Literature (3).
Poetry and prose of major authors of the 16th century.

340. 17th Century French Literature (3).
French Classicism.

341. Molière (3).
The complete plays, and the life and influence of Molière.

350. 18th Century French Literature (3).
The major texts of the *philosophes*.

360. Romanticism and Realism (3).
The first part of the 19th century in French literature. Authors from Rousseau to Flaubert.

370. Symbolism and Naturalism (3).
The latter part of the 19th cenutry authors from Nerval to Laforgue.

380. 20th Century French Literature (3).
Surrealism, existentialism, the nouveau-roman, and the major authors since 1900.

400. Methods and Materials of Romance Language Teaching (3).
Educational principles unique to teaching a foreign language.

INDEPENDENT STUDY

This study will be limited to students who are majoring in French and who can find no other way to secure the proper credits. Independent study will be limited for one student to three hours a semester and a total of nine semester hours for a degree.

The student applying for independent study should furnish the instructor with:

1. A description of the project undertaken.
2. The objectives of the course.
3. The methods and means for reaching the objective.
4. The method for evaluating the accomplishments of the student in the course.
5. A time limit — the normal semester — in which all work must be completed.

SPANISH

101-102. Elementary Spanish (3, 3).
Introduction to the basic skills of the language — reading, writing, speaking and aural comprehension.

111-112. Intermediate Spanish (3, 3).
Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of Spanish Literature (3, 3).
An historical treatment of the main currents of Spanish literature, with analytical studies of selected readings in each period; emphasis upon the literature of Spain as the common heritage of the Spanish-speaking world. Prerequisite: 111-112.

241-242. Survey of Spanish American Literature (3, 3).
Reading and discussion of passages from representative authors; comparison with peninsula literature; attention to regional differences in the culture as they affect the literature of Latin America.

331-332. Spanish Composition and Conversation (3, 3).
Advanced grammar and composition; phonetic analysis and drills; advanced audio-lingual exercises.

341-342. Latin American Area Studies (3, 3).
Independent study with weekly seminars. Geopolitical and psychosocial studies in Latin America. Four semesters of Spanish and a B+ grade average, and a need for the course are prerequisites.

GERMAN

101-102. Elementary German (3, 3).
Introduction to the basic skills of the language — reading, writing, speaking and aural comprehension; frequent reference to physical facts and cultural aspects of the German speaking countries.

111-112. Intermediate German (3, 3).
Continued practice of the basic skills; review of grammar; reading of representative selected texts from antiquity to the present.

221-222. Survey of German Literature (3, 3).
A review of German literature from the Middle Ages to the present emphasizing the masterpieces around 1200, the works of the preclassic and classic periods, and contemporary literature.

LATIN

101-102. Elementary Latin (3, 3).
An introduction to the pronunciation, grammar, and vocabulary of Latin, reading of easy prose; survey of the history and civilization of Rome.

111. Cicero (3).
Review of Latin grammar; work in prose composition; readings from the orations and letters of Cicero; continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

112. Vergil (3).
Reading of the Aeneid, Books I-VI; Study of the main characteristics of the Augustan age; continued work in grammar and composition. Prerequisite: 101-102.

221. Latin Prose (3).
Readings from the Latin prose authors with emphasis on the works of Caesar, Livy, and Pliny; study of Roman private life. Prerequisite: 111-112.

222. Horace (3).
Readings from the Odes and Epodes; study of Roman life and literature in the Augustan age. Prerequisite: 111-112.

GREEK

101-102. Elementary Greek (5, 5).
Greek grammar; selections from Greek prose writers and poets.

111. Intermediate Greek (3).
Grammar and Xenophon's Anabasis. Thorough drill in syntax.

221. The Meno of Plato (3).

222. Selections from the Greek New Testament (3).
(Given in 1974-1975 and alternate years thereafter.)

224. Selections from the Greek New Testament (3).
(Given in 1975-76 and alternate years thereafter.)

CLASSICAL CIVILIZATION

311. Greek Civilization (3).
This course will be concerned with those phases of Greek Civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.

312. Roman Civilization (3).
A study of those phases of Roman Civilization which have the greatest meaning for modern civilization. A knowledge of the Latin language is not necessary.

GEOLOGY

PROFESSOR: DR. HOWARD
ASSOCIATE PROFESSORS: DR. HOPE, DR. MARTIN, DR. PERKINS

Requirements for a major in Geology: A candidate for a Bachelor's degree with a major in Geology may select from the following courses to complete the required total of thirty-four semester hours: Geology 221, 332, 336, 345, 362, 444, 448, 452, and 462. All of the Geology courses offered (excluding Geology 115) must be taken without exception.

The candidate must also complete Mathematics 222 or equivalent, eight semester hours of Chemistry, and eight semester hours of Biology or Physics. Field trips will be made during the year in several courses.

Requirements for a teaching certificate: Students in Secondary Education who choose Earth Science as an area of concentration must satisfactorily complete twenty-four semester hours of Geology, including Geology 111 and 112, and a minimum of six to eight semester hours in each of the following areas: Mathematics, Chemistry, Physics, and Biology. The Department of Education lists the additional requirements for teacher certification.

111. Physical Geology (4).
A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time, igneous, sedimentary and metamorphic geology; geologic structures; the action of wind, water, and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).
A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

115. Introduction to Environmental Problems (3).
Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (3).
A practical approach to the role which the geologist plays in identifying and solving the environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111.

223. Elements of Crystallography and Mineralogy (4).
An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species wil be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3).
A study of the optical properties of minerals and the aid of the petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

326. General Petrology (3).
A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 224.

331. Invertebrate Paleontology (4).
The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3).
A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3).
The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112 and a working knowledge of trigonometry.

336. Engineering Geology (3).
Applications of geology to site selection and construction of dams, tunnels, highways, aqueducts and buildings. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 326 and 333 or permission of the instructor.

345. Principles of Economic Geology (3).
The occurrences, genesis, and the distribution of important metallic, non-metallic, and mineral fuel deposits. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

362. Field Study (1-2).
Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).
Study and practice in the basic principles of geologic mapping. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of the instructor and a working knowledge of trigonometry.

441. Principles of Sedimentation and Stratigraphy (3).
A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

444. Geomorphology (3).
A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

452. Geology Seminar (1),
Discussions and presentation of reports on selected topics. Open to advanced students only. Meets one hour per week.

462. Geological Research (2-4).
Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form. The amount of credit will be established by the department at the time that the problem is approved.

GEOGRAPHY

113. Physical Geography (3).
A survey of the natural landscape and the forces setting upon it. The course includes an introduction to maps and their use. Three hours of lecture.

GOVERNMENT

PROFESSORS: DR. PURYEAR, DR. GASS, DR. MOORE
ASSISTANT PROFESSORS: DR. JOHNSTON, MR. TUCK
INSTRUCTOR: MR. O'ROURKE

Requirements for a major in Government: Completion of at least 30 semester hours with a "C" average. Government 229, Government 230, and Government 451 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Concentration: A student may major in Social Science with a concentration in Government. For this program the student must complete 24 semester hours in Government including Government 229, Government 230, and either Government 450 or Government 451. In addition each student must complete 6 semester hours in each of three fields to be selected from Economics, Geography, History or Sociology.

Prerequisites: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450. Government 449 or 450 is a prerequisite for Government 451.

229. The National Government (3).
Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen).

230. State and Local Government (3).
Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

231. Legislative Process (3).
A study of Congress and the state legislatures covering the legislative power structure, election of legislators, and the relations of the legislative and executive branches.

238. American Political Parties (3).
The main topics considered are the origins and development of American Political parties, their functions, organization, regulation, campaign methods, and elections.

337. Municipal Government (3).
The history, organization and administration of American municipal corporations are studied in some detail.

339. Studies in Revolutions (3).
(History 339). This course undertakes comparative studies of several aspects of selected revolutions in the modern world.

341. Comparative Government — Governments of Western Europe (3).
A comparative study is made of political institutions and constitutional practices of the United Kingdom, France, Germany, and Soviet Union.

342. Comparative Government — Totalitarian Governments (3).
A study is made of the basic theories of totalitarianism with particular attention focused on Communist governments.

345. International Relations (3).
Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of international organizations in general; and of international law as a necessary basic minimal rule.

445. Modern European Political Thought (3).
(History 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(History 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

447. Contemporary Political Thought (3).
(History 447). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, and Jacques Maritain, and to black political thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

448. American Foreign Policy in the Twentieth Century (3).
An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3, 3).
Gives an account of the living constitution by tracing practices, customs, traditions and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today.

451. Seminar in Constitutional Law (3).
A detailed examination of landmark cases of the Supreme Court and their implications.

452. Internship (3).
A supervised work internship with selected lawyers, governmental agencies or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors).

POLICE SCIENCE

The Department of Government in cooperation with technical institutes and community colleges offers a major in Police Science leading to a degree of Bachelor of Special Studies. In addition to the completion of the core curriculum in Special Studies, the student must complete at least 36 hours, but no more than 64 hours, of Police Science at a technical institute or community college and complete at Campbell College the following courses with at least a "C" average: Government 337, 449, 450; Psychology 364, 461; Sociology 342, 345, 346. Electives to complete the necessary 128 hours for the degree will be selected with the approval of the departmental chairman.

The Curriculum

(1)	The core curriculum	
	English 111, 112	6 s.h.
	Religion 101	3 s.h.
	Math 160	3 s.h.
	Chemistry 111	4 s.h.
	Fine Arts	3 s.h.
	History 221, 222	6 s.h.
	Government 229, 230	6 s.h.
	Sociology 225, 226	6 s.h.
	Psych. 222 or Mil. Sci. 301	3 s.h.
	Health 111	2 s.h.
	Total	42 s.h.
	(These course may be taken at Campbell or come as transfer credits.)	
(2)	The professional curriculum	
	Police Science credits of at least	36 s.h.
	(From community colleges or technical institutes)	
	Government 337, 449, 450	9 s.h.
	Sociology 342, 345, 346	9 s.h.
	Psychology 364, 461	6 s.h.
	Total	60 s.h.
(3)	Electives	26 s.h.
(4)	Total	128 s.h.

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK, MRS. KING

INSTRUCTOR: MISS FRANK

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile and Fashion Merchandising or General Home Economics must complete satisfactorily at least 36 semester hours in Home Economics in the areas of Foods and Nutrition; Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentration. Foreign Language and Health 111 not required.

Requirement for a Concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentration in Home Economics Education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers.

Requirement for a Concentration in Clothing-Textile and Fashion Merchandising: A candidate for the Bachelor of Science degree with a concentration in Clothing-Textile and Fashion Merchandising must satisfactorily complete the requirements for a major. In addition she must satisfactorily complete 21 semester hours in Business Administration, 6 semester hours in Art and 3 semester hours in an "internship program."

Requirements for a Concentration in General Home Economics. A candidate for the Bachelor of Science degree with a concentration in General Home Economics must satisfactorily complete the requirements for a major.

FOODS AND NUTRITION

111. Food Science (3).
Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3).
The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2).
A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

321. Quantity Cookery (3).
Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the Fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).
Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the Spring semester. Prerequisite: Home Economics 227.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

236. Family Health (2).
A study of the importance of family health. Simple procedures for the care of sickness and accidents in the home.

335. Child Development (3).
A study of the factors affecting the physiological development of pre-school children. Emphasis is given on the influence of the home on human development. Observation in the nursery school gives opportunity for studying the child in a group situation.

465. Family Relationships (3).
A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3).
The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamentals and Tailoring (3).
The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textile (3).
A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. The Man in the House (2).
Exclusively for men. A course designed to aid men in understanding the function, economic and aesthetic qualities of planning a home to meet family needs. A study of housing construction, materials and specific information pertaining to home maintenance.

109. Handicraft (2).
An introduction to various creative handicraft using different mediums —

yarn, craft, needlework, fabric design and handicrafts for young people.

213. The House and Its Furnishings (3).
A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (3).
A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery-making, and the making of small accessories. Includes working with a furniture store or interior designer.

348. Housing (2).
The social, economics and aesthetic factors of house design and its relationship to its environment. Offered every odd year, spring semester.

445. Consumer Economics and Management (3).
Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

449. Household Equipment (3).
A study which covers the selection, use, care, construction of various types of household equipment.

455. Home Management and House Residence (3).
A study which includes the principles of management in the house with emphasis on values as they affect the use of family resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (2).
A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program.

448. Occupational Education (3).
A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

INTERNSHIP PROGRAM

156-456. Clothing — Textile and Fashion Merchandising Internship (3).
Nine-week internship program with a cooperating store for "on-the-job-training program." For Clothing — Textile and Fashion Merchandising majors only.

466. Home Economics Extension Trainee Program (3).
Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

199-399. Independent Study (1-3).

MATHEMATICS

ASSOCIATE PROFESSORS: MR. BAIN, DR. J. TAYLOR
ASSISTANT PROFESSORS: DR. NORWOOD, MR. THOMAS, MRS. TODD

Requirements for a major in Mathematics: A candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in mathematics must complete satisfactorily at least 33 semester hours in mathematics courses numbered above 200 and must include Mathematics 222, 223, 324.

Requirements for teacher certification in Mathematics: A student majoring in mathematics who desires certification for the teaching of mathematics in the secondary schools must satisfy the major requirements as stated above and must include in his major work math courses 275, 333, 335, 441, and 443. He must also complete eight semester hours of physics or chemistry, as well as completing the course requirements of the Department of Education.

130. Elementary Functions (3).
Fall, Spring, Summer — A study of circular, logarithmic, expoential and polynomial functions. Math 130 or its equivalent is a prerequisite for Math 222, Analytic Geometry and Calculus.

140. Applied Mathematics (3).
Fall, Spring, Summer — Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

150. Introduction to Mathematics (3).
Fall, Spring, Summer — A basic study of logic, structure, and foundations of algebra. Major topics include functions inequalities, equations, roots, radicals and exponents.

160. Elementary Statistics (3).
Fall, Spring, Summer — Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

170. Mathematics for Elementary Teachers (3).
Fall, Spring — Designed for elementary education majors. The course will include a study of sets, logic, numeration systems, the development of the properties of the set of real numbers and its various subsets, and an introduction to the International System of Units (Modernized Metric System).

180. Mathematics for Elementary Teachers (3).
Fall, Spring — Designed for elementary education majors. The course will include material from the areas of algebra, geometry, statistics, probability and a continuation of the study of the International System of Units (Modernized Metric System).

222. Analytic Geometry and Calculus I (4).
Fall, Spring — Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 130.

223. Analytic Geometry and Calculus II (4).
Fall, Spring — Topics included: Differentiation and integration of logarithm, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, aproximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 222.

227. Elementary Number Theory (3).
Spring — Topics included: Divisors and prime numbers, properties of congruences, polynomial congruences, quadratic residues, continued fractions, and number theoretic functions. Prerequisite: Math 130. Co-requisite: Math 222.

275. Introduction to Programming (3).
Fall, Spring — Introduction to the basic concepts; covering basic FORTRAN IV for the IBM 1130 in addition to providing an overview of the IBM 1130 Disk Monitor System, Version II. Students write computer programs and use the on-campus IBM 1130 for processing.

324. Analytic Geometry and Calculus III (4).
Fall, Spring — Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminant forms, inproper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals, and series. Prerequisite: Math 222.

331. History of Mathematics (3).
Spring — A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics. Co-requisite: 324 or by permission of the instructor.

333. Linear Algebra (3).
Fall — A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear independence and dependence, linear transformations, linear operators, unit and orthogonal transformations, characteristics equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms. Prerequisite: Math 222.

335. Introduction to Probability and Statistics (3).
Spring — A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

337. Differential Equations (3).
Spring — Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations or order one, and special differential equations; operators Laplace transforms, and applications. Prerequisite: Math 324.

376. Introduction to Numerical Methods (3).
Spring — Concerned with the practical solution of problems on computers. Prerequisites: Math 275, Co-requisite: Math 324. Recommended Math 333.

441. Introduction to Modern Abstract Algebra (3).
Spring — A study of the number system, groups, rings, integral domain, and fields. Prerequisite: Math 222 (shall have junior standing).

443. Topics in Geometry (3).
Spring — An integrated course which includes set theory logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

445. Advanced Calculus (3).
On demand — An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 324 and Math 333.

MILITARY SCIENCE

PROFESSOR: COL. BOYLE
ASSISTANT PROFESSORS: MAJ. SELLERS, MAJ. ANDERSON, CPT. OKIMOTO, CPT. ODOM
INSTRUCTORS: SGM. THATCHER, MSG. MORRONE

OBJECTIVES

The objectives of the Army ROTC Program are: To attract, motivate,

prepare selected student with potential to serve as commissioned officers in the Regular Army or U.S. Army Reserve; to provide an understanding of the fundamental concepts and principles of military art and science; to develop a strong sense of personal integrity, honor, and individual responsibility, as well as a basic understanding of associated professional knowledge; to promote teamwork and develop stamina through physical conditioning and athletic activities; and to develop an appreciation of the requirements for national security. Attainment of these objectives will prepare students for commissioning and establish a sound basis for their future professional development and effective performance in the Army or as leaders in civilian enterprises.

SCOPE

The Army ROTC program is composed of a Basic Course for academic freshmen and sophomores, and an Advanced Course for academic juniors and seniors. Enrollment in the first year of the Basic Course is open to all full-time freshmen. Completion of the Basic Course is prerequisite to applying for enrollment in the Advanced Course. Entrance into the Advanced Course is selective rather than elective, and is based on demonstrated performance and officer potential. Students who satisfactorily complete the Advanced Course will be commissioned Second Lieutenants in the United States Army upon graduation.

BASIC COURSE

The Basic Course comprises military science courses 101 and 102 for freshmen, and Government 229 and History 338 for sophomores. Instruction is provided in the American System of Government, defense organization and American military heritage. Physical Education (Leadership Laboratory) Courses 023, 027, 029, and 031/33 are an integral part of the Basic Course and are team taught by the Physical Education and Military Science Department.

Leadership laboratory courses are recommended in the following sequence:

PE 031M/033W
- ½ semester of Individual Sport
- ½ semester of Self-Defense (Men/Women)

PE 029
- ½ semester of Group Sport
- ½ semester of Orienteering

PE 027
- ½ semester of Mountaineering
- ½ semester of Tactical Leadership/ Leadership Drill

PE 023
- ½ semester of Marksmanship
- ½ semester of Leadership Drill/ Physical Conditioning

101.(F and S). Basic Military Management (1).
Instruction is provided in the functions of Management. Students are also familiarized with the ROTC program, military service obligations and the defense establishment. Leadership Laboratory PE is taken concurrently with MS 101.

102.(S). Leadership Theory and Application (1).
The fundamentals of leadership are studied with special emphasis placed on application in case studies. Students are introduced to military doctrine to include the principles of war and basic offensive and defensive tactics. Leadership laboratory PE is taken concurrently with MS 102.

111-112. Leadership Orientation and Skills (½, ½).
This lab meets one hour each week concurrently with MS 101 and MS 102. It encompasses guest lectures, demonstrations, exhibits and practical exercises dealing with orientation of military lifestyle, military benefits and basic leadership skills required of a leader.

Government 229.(F). The National Government (3).
This course is required of all military science cadets during the first semester of their sophomore year. See course description elsewhere in this bulletin. Leadership Laboratory PE is taken concurrently with Government 229. Prerequisite: Military Science 102.

History 338.(S). American Military History (3).
This course is required of all military science cadets during the second semester of the sophomore year. See course description under the history department listings. Leadership Laboratory PE is taken concurrently with History 338. Prerequisite: Government 229.

ADVANCED COURSE

Entrance into the Advanced Course requires satisfactory completion of the Basic Course, or receipt of credit for the Basic Course by some other means; i.e., completion of a six-week basic summer camp, prior active military service, or junior ROTC training. Instruction in the Advanced Course further develops the objectives of the Basic Course with emphasis on Leadership self discipline, integrity, loyalty, responsibility, physical fitness and bearing. Advanced Course students will further develop their leadership ability by acting as instructors or by assisting instructors in the required Physical Education subjects taken by Basic Course students.

301.(F). Leadership Development (3).
Instruction is presented on the psychology and principles of leadership and management emphasizing the behavioral science approach.

Instruction is also given on the fundamentals of instruction techniques pertinent to methods of effective speaking and report writing. Leadership Laboratory PE is taken concurrently with MS 301. Prerequisite: Completion of the Basic Course or equivalent credit.

302.(S). Tactics and Communications (3).
Cadets survey the various branches of the U.S. Army and study current small-unit tactical doctrine. They also learn military map reading and orienteering techniques. The Army Communications system is studied with emphasis on communication procedures and security. Leadership Laboratory PE is taken concurrently with MS 302. Prerequisite: Military Science 301.

401.(F). Command and Staff (3).
Cadets study the Organization of the Unit Staff, its Operation and Function. They study the application of military force using combined teams of Infantry, Armor and Artillery. A survey is made of the military justice system and court-martial procedure. Leadership Laboratory PE is taken concurrently with MS 401. Prerequisite: Military Science 302.

402.(S). Advanced Leadership and Management (2).
Advanced instruction is provided on U.S. tactical doctrine and specialized operations. Cadets are familiarized with a leader's obligation, responsibilities and benefits. Leadership laboratory PE is taken concurrently with MS 402. Prerequisite: Military Science 401. (Block course — first six weeks of the second semester).

MILITARY SCIENCE DEGREE

The Military Science Department offers a major in Military Science for those individuals who are planning a career as a professional Army Officer. Campbell is the only school in the southeastern U.S. to offer a degree in Military Science. The requirements for a Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military schooling. Candidates for the B.S. Military Science are encouraged to obtain a degree in another major (double major) if possible, however, this is not required.

CORE CURRICULUM

Art 131 or Music 131	3
English	12
Foreign Language	12*
History 111, 112	6
Math	6
Physics, Biol., Chem. or Geol.	12
Religion	6
Health 111	2
PE	4
	63

*Up to 9 credits may be satisfied by 3 or more high school units.

MILITARY SCIENCE CURRICULUM

Government 345 — International Relations	3
Geography 113 — Physical Geography	3
MS 311 — Military Leadership Styles	3
MS 312 — Military Administration	3
MS 411 — Military Operations	3
MS 412 — Military Logistics Management	3
MS 321 — Advanced Camp	3
MS 421 — Basic Officer Course Preparation	3
	24
Army ROTC Program	20
Enrichment Courses*	12
Electives	9+
	41
Total	128

*Enrichment courses are to be selected from not more than two related disciplines, subject to approval by the Department Chairman.

311. Military Leadership and Behavior (3).
The course will include instruction and case studies of approximately seven to nine successful military leaders. Each leader considered will be biographically studied and excerpts from his career which emphasize valuable leadership behavior will be covered in case studies.

312. Military Administration (3).
The course will include instruction and practical exercises in the following areas: Basic Administrative Records, Correspondence Management, Files Management, DA Publications Management, Personnel Management, Promotion and Reduction System, Military Boards and Investigations, Mail Service, Non Appropriated Funds, Safeguarding Classified Information, Financial Management, Office Career Management, and Award and Decorations.

411. Military Operations (3).
To provide instruction in company and battalion level tactical doctrine and specialized operations. To develop the students' leadership ability through academic study and practical exercises in small unit tactical doctrine and related operations subjects. Subjects are Map Reading, Troop Leading Procedures, Principles of War, Formations & Battle Drill, Offensive Tactical Doctrine, Defensive Tactical Doctrine, Retrograde Operations, Infantry-Tank Combined Operations, Tactical Communications, Fire Support Planning, Combat Intelligence, and Combat Leadership Problems.

412. Military Logistics Management (3).
This course will include instruction and practical exercises in the following areas: Small Unit Basic Supply Procedures, Organizational Maintenance Management, Dining Facility Management, Supporting Service in the Field, Layout of a Supply Point, Motor Convoy Operations, Formal Property

Accountability, Requisitioning, Receiving, Storage and Issue Procedures, and Records Inspection.

421. Basic Officer Course Preparation (3).
Unlimited scope of material based on recommendation of Army Branch Schools. Materials will be selected within a given branch which will be most helpful to officer upon entering the basic officer course. Those areas of study which have historically been most difficult for newly commissioned officers will be stressed.

MUSIC

PROFESSOR: DR. YODER
ASSOCIATE PROFESSORS: DR. ELMORE, MRS. HORTON, MR. STONE, DR. McCARRELL, MISS SCARBOROUGH
ASSISTANT PROFESSORS: MR. MONTGOMERY, DR. PIPER, MISS SIMMONS
INSTRUCTORS: MS. SCHLAGETER, MR. MAUNEY

Requirements for the Bachelor of Arts Degree with a Major in Music: 40 semester hours of course work in music including the following: Music 101, 102, 132, 201, 202, 221, 222, 302, 331, 332, 401, 402, and 432. The major instrument is studied each semester. Juniors will present a half recital and seniors a full recital as a partial requirement for the Bachelor of Arts Degree. A second instrument will be studied until a proficiency examination is passed or in the case of students who elect piano as a secondary instrument, the student may meet the requirement by passing four semesters of Class Piano. Participation in choir or band is required each semester.

Requirements for the Bachelor of Music Education Degree: 42 semester hours of courses in music and music education including the following: Music 101, 102, 132, 201, 202, 221, 265, 331, 332, and 453. Vocal-Keyboard majors must also complete the following music courses: 222, 263, 264, 402, 421, and 422. Instrumental majors must also complete the following courses: 363, 364, 401, 423, and 442. The major instrument is studied seven semesters. A half recital is required the senior year. A second instrument will be studied until a proficiency examination is passed. Band or Choir participation is required each semester.

PREREQUISITES: Music 101 and 102 are prerequisites to all credit music offerings except the following: Music 131, 132, 211 and 321, Music Ensembles and Applied Music. Music 201 and 202 are prerequisites to the following courses: Music 302, 331, 332, 401, 402, and 431. Music 221, 363, and 364 are prerequisites to Music 423. Any exceptions must be made with the consent of the instructor and the chairman of the department. Course requirements outside the major area are listed under General Requirements for degrees with the exception of general psychology which is required of all music majors.

CONCENTRATION IN MUSIC: A concentration in music is offered to education majors in the grades 4-9 certification area. Required courses in this field are totaling 18 semester hours. These are Music 131, 101 and 421 plus 4 hours of applied music and an additional 4 hours in choir, band, music elective or applied music.

101-102. Music Theory I (4, 4).
The basic rudiments of music, including scales, intervals, chords, sight-singing, melodic and harmonic dictation and keyboard harmony.

131. Music Appreciation (3).
An introduction to music through an understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. (Not offered to music majors.)

132. Music Literature (2).
A study of basic vocabulary, forms, periods and styles of music. An introductory course for freshmen and sophomore music majors.

161-162. Class Piano — Elementary (2, 2).
Class instruction in piano, elementary level.

163-164. Class Voice (2, 2).
Class instruction in voice. Designed for keyboard and instrumental majors.

201-202. Music Theory II (4, 4).
A continuation of Music Theory 102 including advanced modulation, chromatic harmony, seventh chords and altered chords. Continuation of sight-singing, dictation and keyboard harmony.

211. Hymnology (2).
The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnology.

221. Conducting (2).
A study of basic conducting techniques.

222. Choral Materials (2).
A general survey of choral materials from the Renaissance to the present, with special attention given to appropriate music Junior and Senior High School groups and church choirs.

261-262. Class Piano — Intermediate (2, 2).
Class instruction in piano, intermediate level.

263. Woodwind Methods (2).
Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

264. Brass and Percussion Methods (2).
Study and practical application of the techniques of teaching and playing

trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

265. String Methods (2).

Study and practical application of the technique of teaching and playing violon, viola, cello, and double bass. Designed for music education majors.

302. Tonal Counterpoint (3).

A study of eighteenth century contrapuntal technique with emphasis on the style of Bach.

321. Music for the Classroom Teacher (3).

The methods and materials used by the classroom teacher in presenting music in the elementary grades. includes a review of the basic rudiments of music and introduction to Orff procedures. (Not offered to music majors.)

324. Piano Pedagogy (2).

An outline of the materials of instruction from the elementary through the more advanced levels. Attention is given to methods of teaching techniques, progressive studies, repertoire, interpretation and style.

331-332. History of Music (3, 3).

The development of western musical culture from its origins to the present, with an emphasis on the chronological growth of musical concepts through the study of the techniques and composition of the various periods of history. History 111 and 112 are prerequisites to History of Music.

363. Woodwind Techniques (3).

Study and practical application of the techniques of playing flute, oboe, clarinet, saxophone, and bassoon. Designed for music majors who are preparing to teach these instruments in the public schools.

364. Brass and Percussion Techniques (3).

Study and practical application of the techniques of playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for music majors who are preparing to teach these instruments in the public schools.

401. Orchestration (3).

The study and instrumental ranges and techniques coupled with arranging for orchestra, band, and heterogeneous groups.

402. Forms and Analysis (3).

A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).

A course dealing with techniques of teaching, and music materials appropriate to the elementary grades; teaching songs, creativity, rhythmic studies, the child's voice music theory in the grades, directed listening, supervision of musical activities in the classroom, and performance on simple instruments, such as recorder, autoharp and the Orff instrumentarium. Laboratory experience in the schools constitutes part of the requirement.

422. Music Methods in the Junior and Senior High School (2).

A course dealing with techniques of teaching, particular problems and appropriate materials; the general music class, the adolescent voice, organization of the program and suitable song materials. Laboratory experience required.

423. Wind and Percussion Pedagogy (3).

A study and practical application of the techniques of teaching band instruments in the public schools. Includes advanced instrumental conducting, marching band techniques, band instrument repair techniques, and criteria for selection of music teaching materials.

424. Band and Orchestra Administration (2).

The organization and maintenance of an instrumental music program in the public schools. Designed for students who are preparing to enter student teaching.

431. Choral Literature (3)

A study of choral compositions from Palestrina to the present with special attention devoted to the larger forms.

432. Contemporary Music (3).

A study of music literature of the twentieth century; trends, "isms," from the Post Romantic to the present. Analyzation of the composition techniques of selected composers.

453. Music Methods and Materials (1½).

Correlated with Education 453. Designed for music education students in the "block". Includes discussion of procedures and problems particularly applicable to music education.

ENSEMBLES

141, 241, 341, 441. Campbell College Choir (1).

Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out of town including an extended Spring Tour. Performance of secular and sacred choral music.

142, 242, 342, 442. Campbell Singers (1).

Open to all students by consent of the director. Emphasis on Renaissance, Baroque and Contemporary music.

143, 243, 343, 443. Campbell Chorale (1).

Open to all students and faculty with consent of the director. Concerts on campus and out of town. Performance of secular and sacred music.

145, 245, 345, 445. Girls' Ensemble (1).

Open to all girl students with consent of the director.

146, 246, 346, 446. Men's Ensemble (1).
Open to all men students, with consent of the director.

151, 251, 351, 451. Concert Band (1).
Open to all students and faculty with the consent of the director. Concerts on campus and out of town.

152, 252, 352, 452. Woodwind Ensemble (1).
Open to all students and faculty with consent of the director.

153, 253, 353, 453. Brass Ensemble (1).
Open to all students and faculty with consent of the director.

154, 254, 354, 454. Jazz Ensemble (1).
Open to all students and faculty with the consent of the director.

APPLIED MUSIC

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. A maximum of 20 hours of applied music credit may count toward the Bachelor of Arts Degree and a maximum of 18 hours may count toward the Bachelor of Music Education Degree. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Music Department.

071, 171, 271, 371, 471. Piano
072, 172, 272, 372, 472. Organ
073, 173, 273, 373, 473. Voice
074, 174, 274, 374, 474. Flute
075, 175, 275, 375, 475. Oboe
076, 176, 276, 376, 476. Bassoon
077, 177, 277, 377, 477. Clarinet
078, 178, 278, 378, 478. Saxophone
079, 179, 279, 379, 479. Percussion
081, 181, 281, 381, 481. Trumpet
082, 182, 282, 382, 482. French Horn
083, 183, 283, 383, 483. Trombone
084, 184, 284, 384, 484. Baritone
085, 185, 285, 385, 485. Tuba
086, 186, 286, 386, 486. Violin
087, 187, 287, 387, 487. Viola
088, 188, 288, 388, 488. Violoncello
089, 189, 289, 389, 489. Double Bass

NATURAL SCIENCES AND PHYSICS

PROFESSOR: DR. HOVIS
ASSOCIATE PROFESSOR: MR. NELSON
ASSISTANT PROFESSOR: MR. WISH

This department encompasses the Natural Science Curriculum, the Medical Technology Program, the Pre-Health Programs, Science Education, and course offerings in Physics.

Requirements for a major in Natural Sciences: A candidate for a Bachelor's Degree in Natural Sciences must satisfactorily complete introductory level courses in three areas of natural science. If Physics is chosen, the 221-222 or 251-252 series is defined as the introductory level for this purpose. Four additional courses beyond the introductory level in one of the sciences are required plus calculus and 12-20 semester hours in related sciences or mathematics. The program is intentionally made flexible to accommodate students preparing for multidisciplinary graduate study, teaching science or a career in a health profession. The area of concentration can be in Biology, Chemistry, Geology or Physics with sufficient supporting courses from the other sciences and mathematics to meet the requirements for a degree.

A full major in Physics is not offered, but students desiring study in Physics should consider a degree in Natural Sciences with a concentration in Physics. For this degree, the student should elect Chemistry as one of the two remaining sciences and should complete three semesters of Calculus. Chemistry 334 may be substituted for one of the upper division physics courses.

Requirements for Teacher Certification: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Physics as his area of concentration should satisfactorily complete 24 hours in Physics. He should also complete Mathematics 222 and six to eight semester hours in each of the following: Biology, Chemistry, and Geology. To meet the minimum certification requirements in Physics, the following courses are recommended: 221 or 251, 222 or 252, 231 and Physics electives to meet the 24-hour requirement.

PROGRAM LEADING TO THE BACHELOR'S DEGREE WITH A MAJOR IN NATURAL SCIENCES

General Degree Requirements:

	Sem. Hrs.
English	12
History and Social Science	12
Foreign Language	6
Religion	6
Mathematics	6
Fine Arts	3
Health	2
Physical Education	2
	49

Major Course Requirements

	Sem. Hrs.
Introductory year in three areas of Natural Science	24
Four courses beyond the introductory level (accepted for major credit) from one of Natural Sciences	12-20
Calculus	4-12
Four courses from related sciences or Mathematics	12-20
Electives	3-27
Total major requirements	79
Overall total	128

PHYSICS AND MATHEMATICS: A student may opt for an interdisciplinary major in Physics and Mathematics. The major requirements are met by completing at least 18 hours of course work above the 200 level in each area. Mathematics 222, 223, and 324 and Physics 251 and 252 are required. Students planning to teach in either of these fields at the secondary level or students planning graduate study in applied mathematics or theoretical physics are encouraged to investigate this program by contacting either the Department of Mathematics or the Department of Natural Sciences and Physics.

Pre-Health Professions: A program for pre-medical, pre-dental and other preparatory health careers can be readily arranged through a curriculum in Natural Sciences. The program in Natural Sciences is sufficiently flexible to allow these students to meet most of the prescribed and recommended courses and, at the same time, complete requirements for a Bachelor's degree in Natural Sciences. The area of concentration would normally be either Biology, Chemistry, or Physics with supporting courses in the other two areas.

Students desiring a major in a paramedical field which is not given at Campbell can generally fulfill the requirements of the first two years of their work at Campbell. The Department of Natural Sciences will assist in arranging courses to meet individual requirements.

Pre-medical candidates should complete the introductory level courses in Biology, Chemistry, and Physics and should complete Chemistry 227 and 228. A semester of Quantitative analysis and Physical Chemistry are strongly recommended. Additional courses from Biology recommended for the Pre-med or Pre-dent candidate include Developmental Anatomy, Physiology, Microbiology, and Genetics. At least one semester of Calculus is most desirable. These students should also select courses from the following for a broad based cultural development in the liberal arts: literature, language, social sciences, psychology, philosophy, religion and others.

Recommended Curriculum for B.S. Degree in the Natural Sciences for the Pre-Health Professions

FIRST YEAR

First Semester	Sem. Hrs.
English 111	3
History 111	3
Foreign Language 111	3
*Mathematics 130	3
Chemistry 111	4
Physical Education	1
	17

Second Semester	Sem. Hrs.
English 112	3
History 112	3
Foreign Language 112	3
Mathematics 222	4
Chemistry 113	4
Physical Education	1
	18

SECOND YEAR

First Semester	Sem. Hrs.
**English	3
Mathematics 223	4
Biology 111	4
Chemistry 227	5
Health 111	2
	18

Second Semester	Sem. Hrs.
English	3
Biology 112	4
Chemistry 228	5
Art 131 or Music 131	3
Religion 101	3
	18

THIRD YEAR

First Semester	Sem. Hrs.
Social Science	3
Chemistry 315	5
Physics 221 or 251	4
Biology 238	4
	16

Second Semester	Sem. Hrs.
Social Science	3
Chemistry 334	5
Physics 251 or 252	4
Biology	4
Religion	3
	19

FOURTH YEAR

First Semester	Sem. Hrs.
Biology	4
Science or Math Elections	6-8
Psychology 222	3
	13-15

Second Semester	Sem. Hrs.
Science or Math Electives	6-8
Humanities Electives	3-6
	9-14

*Mathematics 130 is not required if student is sufficiently strong to go directly into Calculus.

**Select from English 221, 222, 223, or 224.

MEDICAL TECHNOLOGY

A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed below and an additional year at either Cape Fear Valley Hospital in Fayetteville, Rex Hospital in Raleigh, or Division of Applied Health Professions, Bowman Gray School of Medicine in Winston-Salem.

Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell College. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists.

Students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the sciences have become a prerequisite for gaining admission to the Schools of Medical Technology.

Bachelor of Science (Medical Technology)

FIRST YEAR

First Semester	Sem. Hrs.
English 111	3
Mathematics 150	3
Chemistry 111	4
Biology 111	4
Foreign Language 111	3
Physical Education	1
	18

Second Semester	Sem. Hrs.
English	3
Mathematics 160 or 130	3
Chemistry 113	4
Biology 112	4
Foreign Language	3
Physical Education	1
	18

SECOND YEAR

First Semester	Sem. Hrs.
English 221	3
Religion 101	3
History 111	3
Biology	4
Chemistry 315, or 217	4
	17

Second Semester	Sem. Hrs.
English 222, 223, 224	3
Religion 202	3
History 112	3
Biology 334	4
Chemistry 315 or 217	4
	17

THIRD YEAR

First Semester	Sem. Hrs.
Physics 221	4
Psychology 222	3
Social Science	3
Electives	4
Health 111	2
	16

Second Semester	Sem. Hrs.
Physics 222	4
Music 131 or Art 131	3
Social Science	3
Electives	6
	16

The fourth year is twelve months clinical work in Cape Fear Valley Hospital, Rex Hospital or Baptist Hospital.

Electives in the third year could be chosen from science courses in either Biology or Chemistry, or from courses in the Humanities. It is recommended that the student choose the major portion of the electives in the field of the Humanities.

PHYSICS

111. Introductory Physics (4).
Applications of the basic principles of physics to observed phenomena. A minimum of mathematics is used in developing concepts. The study includes laboratory and an introduction to astronomy. Intended for non-science majors.

112. Environmental Physics (4).
A study of contemporary problems from the standpoint of the physical sciences. Concepts of physics are used to describe basic problems in radio-activity, thermal, and noise pollution, energy requirements, transportation needs, and the information explosion.

221-222. General Physics (4, 4).
Classical mechanics, heat, sound and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 130 or permission of the instructor.

251-252. Fundamentals of Physics (4, 4).
The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite, Math 222. Corequisite, Math 223, or permission of the instructor.

231. Descriptive Astronomy (4).
A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 130.

333. Thermal Physics (4).
Lectures and laboratory on the law of thermodynamics, heat flow, reversibility, entropy and cyclic processes. An introduction to statistical mechanics is included. Prerequisites: Physics 221, Mathematics 222; offered fall every other year.

341-342. Physics of Fluids (3, 3).
A study of statics and dynamics of fluids with special treatment of generalized equations of flow, viscous fluids, compressible fluids, dimensional analysis, fluid measurement, and applications. The course includes an

introduction to experimental techniques and use of the computer in fluid mechanics. Co-requisite: Mathematics 223.

442. Optics (light) (4).
A study to provide the student with a basic understanding of the principles of geometric and physical optics. Receiving emphasis will be optical instruments and the practical aspects of light. Prerequisites: Physics 222, Mathematics 222; offered fall every other year.

444. Modern Physics (4).
A course designed to introduce the basic concepts of wave and particle theory, atomic structure, quantum theory, properties of matter and nuclear physics. Equal emphasis is placed on the experimental and theoretical bases of underlying principles. Prerequisites: Physics 222, Mathematics 222; offered in spring only.

451, 452. Research (2-4).
In-depth experimental investigation of a problem in Physics. Results of the investigation are presented in a comprehensive report and sometimes as a seminar.

NATURAL SCIENCE FOR ELEMENTARY EDUCATION MAJORS

113. Principles of Physics and Astronomy for Elementary Education Majors (3).
Through the use of the astronomy laboratory, the student is exposed to a unique, first-hand experience in observational astronomy. The course also consists of demonstrated lectures and coordinated laboratory assignments in physics.

114. Earth Science for Elementary Education Majors (3).
The course is centered around a conceptual approach to the study of Chemistry, Geology and Meteorology. The course is highlighted by a student centered, "open-lab" format in Chemistry and Geology, and a field-centered approach to the study of meteorology.

115. Basic Ecology for Elementary Education Majors (3).
A student-centered, out-of-doors approach to the study of basic ecology. Emphasis is placed on four concepts: Diversity, Adaptation, Change and Interrelationships. Highlights of the course include field trips: two major field studies emphasizing the scientific method of research; a week-end camp out at one of N. C. State Parks; and a five week emphasis on our "environmental crisis."

200. Research in Science Education for Elementary Education Majors (1-4).
This seminar type course enables the student to elect a problem relevant to science education and participate in original research. The student is required to write, present and orally defend his research paper.

211. Applied Photography (3).
A course designed to meet the needs of students requiring knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture and two hours of laboratory per week.

PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE

ASSISTANT PROFESSORS: MR. BROWN, MR. CARR, MRS. LLOYD, MISS PEABODY, MR. ROBERTS

INSTRUCTORS: MR. COLE, MR. DAVIS, MR. PINKERTON, MR. E. WHITE, MR. S. WHITE

Philosophy of the Department: The department strives to provide skilled leadership and opportunities for students to participate in wholesome educational activities. The program is organized to meet the needs and interests of the students in the areas of class instruction, intramural and extramural participation, recreation, and intercollegiate athletics. In addition, a professional preparation program is offered for students who choose Physical Education and Health as a profession.

The following opportunities are available to men and women in the physical education department.

I. Major Program in Physical Education and Health. (B.S. Degree)

A. Teaching Certificate (K-12)

B. Academic requirements — all general college requirements plus:

1. 42 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors.)
2. Biology 111 and Biology 221
3. A second teaching field of approved work of approximately 24 hours.
4. Completion of teacher certification requirements.
5. Language requirements.

All Health and Physical Education major students must complete Physical Education 100, 101, 102, 103, 104, 105, 106, 117, 118, 119, 120, 121, 122, 331, 332, 340 and Health 112, 212, 221, 222, 337, 442, 443. In addition the men are required to complete Physical Education 107, 108, 109, and 110. The women must complete Physical Education 113, 114, 115, and 116.

At the completion of the freshman year, each declared major will be evaluated by the department screening committee regarding suitability to the program. Acceptance by this committee will constitute official admission to the program. Each spring, thereafter, the department will evaluate each major regarding progress being made in developing required competencies.

The Physical Education Department has adopted the following language requirements for its major students:

A. If a student has had two (2) units of a foreign language in high school, he is required to take two (2) semesters of a foreign language at Campbell College.

Example:
High School
Two (2) units of Spanish

Campbell College
Spanish 111, 112 (not 101, 102) or a different language
2 semesters 101, 102

B. If a student has no foreign language in high school, he is required to take four (4) semesters of beginning language at Campbell College.

Example:
High School
No foreign language

Campbell College
Four (4) semesters of one (1) language 101, 102, 111, 112 (or) four (4) semesters of two different beginning languages i.e. Spanish 101-102, French 101-102.

Suggested Physical Education Major Curriculum

FRESHMAN YEAR

Fall Semester	Hrs.
English 111 (Composition)	3
Language 101 or 111	3
Math 130 or 150	3
Physical Education 101, 102, 103	1½
Physical Education 100	3
History 111	3
	16½

Spring Semester	Hrs.
English 112 (Composition)	3
Language 102 or 112	3
Math 160	3
Music 131 or Art 131	3
Physical Education 104, 105, 106	1½
History 112	3
	16½

SOPHOMORE YEAR

Fall Semester	Hrs.
English (Literature) 221-224	3
Biology 111	4
Second year of language, if necessary, or elective	(3)
Health 112	2
Psychology 222	3
Physical Education 107, 108, 109, 110 (M)	2
or	
*Physical Education 113, 114, 115, 116 (W)	2
	16

Spring Semester	Hrs.
English (Literature) 221-224	3
Social Science Elective	3
Second year of language, if necessary, or elective	(3)
Religion 101	3
Physical Education 117, 118, 119	1½
Education 221	3
	16½

JUNIOR YEAR

Fall Semester	Hrs.
English 113	2
Religion Elective	3
Physical Education 120, 121, 122	1½
Physical Education 331	3
Health (Biology) 221	4
Education 341	3
	16½

Spring Semester	Hrs.
Health 212	3
Health 222	4
Health 337	3
Physical Education 340	3
Electives	3-5
	16-18

SENIOR YEAR

Fall Semester	Hrs.
Physical Education 332	3
Health 442	3
Health 443	3
Social Science Elective	3
Electives	4-6
	16 or 18

Spring Semester	Hrs.
Education 431	3
Education 452	3
Education 453	1½
Education 457	6
Block Elective	3
	16½

*Offered on an alternate year basis only.

NOTE: In the senior year, the fall and spring semester courses may be interchanged for students who plan to student teach in the fall.

II. Major Program in Physical Education and Health. (B.S. Degree)

A. Non-teaching degree (no teacher certification)

B. Academic requirements — all general college requirements plus:

1. 39 semester hours of Health and Physical Education (Health 111 and required P.E. not necessary for P.E. majors)
2. Biology 111
3. Recreational Leadership 462.
4. Education 221, 341, 431.
5. General Psychology 222.
6. No related field.

III. Related field in Physical Education and Health

A. Teaching certification (in conjunction with major field)

B. Twenty-six semester hours of Physical Education and Health.

Physical Education 100 — Principles of Physical Education and Health
or
Physical Education 331 — Organization and Administration of Physical Education ..3 sem. hrs.

Physical Education 332 — Measurement and Evaluation in Physical Education and Health .....3 sem. hrs.

Physical Education 340 — General Teaching Methods for Physical Education ..3 sem.hrs.

Physical Education 101 through 122 (Professional Preparation Activity Courses) — Any courses .....3 sem. hrs.

Health (Biology) 221 — Anatomy and Physiology .....4 sem. hrs.

Health 222 — Physiology of Exercise ..4 sem. hrs.

Health 337 — Athletic Injuries and First Aid .....3 sem. hrs.

Health 442 — Kinesiology .....3 sem. hrs.

26 sem. hrs.

IV. Related Field in Athletic Coaching

A. Teaching Certification (in conjunction with major field)

B. Twenty semester hours of Physical Education and Health

Physical Education 331 — Organization and Administration of Physical Education ..3 sem. hrs.

Physical Education 341 — Theory of Coaching football, basketball, baseball ...3 sem. hrs.

Physical Education 342 — Theory of coaching soccer, wrestling, track and field .....3 sem. hrs.

Health (Biology) 221 — Anatomy and Physiology .....4 sem. hrs.

Health 222 — Anatomy and Physiology .....4 sem. hrs.

Health 337 — Athletic Injuries and First Aid .....3 sem. hrs.

20 sem. hrs.

V. Physical Education Area of Concentration for Intermediate Certification

A. Intermediate (4-9) Certification (in conjunction with intermediate education program)

B. Twenty semester hours of Physical Education and Health

Physical Education 100 — Principles of Physical Education .....3 sem. hrs.

Physical Education 331 — Organization and Administration of P.E. .....3 sem. hrs.

Physical Education 334 — Physical Education in Elementary Schools ....2 sem. hrs.

Health (Biology) 221 — Anatomy and Physiology .....4 sem. hrs.

Health 222 — Physiology of Exercise ..4 sem. hrs.

Health 333 — Elementary School Health Program .....2 sem. hrs.

Health 444 — First Aid for Elementary Teachers .....2 sem. hrs.

20 sem. hrs.

HEALTH

111. Health for the College Student (2). To promote a better understanding of pertinent health needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

112. Personal and Community Health (2). A study of vital phenomena and their application to the human organism. Emphasis includes fundamental biological facts of human anatomy and physiology, personal and community health, education for family living, health hazards and mental health. This course is designed for Physical Education majors only.

212. Contemporary Health Problems (3). To promote a better understanding of the health problems of today. Emphasis is placed on the development of value judgments, and insights in meeting the challenges presented by these contemporary health problems. For Physical Education majors only. Prerequisite: Health 112.

221. Anatomy and Physiology (4). A study of the structure and functions of the body systems in relation to the field of Health and Physical Education. May serve as an elective for pre-dental, pre-medical, and pre-nursing students by permission of the Chairman of the Department of Health and Physical Education.

222. Physiology of Exercise (4). To provide an essential physiological background for an understanding of the response of the body to exercise.

333. Elementary School Health Program (2). An investigation of the principles, practices and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

337. Safety, First Aid, and Prevention and Care of Athletic Injuries (3).
Instruction includes discussion and practical application of the accepted principles of first aid and the theory and practice of athletic training and conditioning. Emphasis is placed upon safety and preventive measures with prompt treatment of athletic injuries.

442. Kinesiology and Individual Physical Education (3).
The Kinesiology part of this course is concerned with the study of bodily movement. The mechanical analysis of sport skills, a knowledge of the basic mechanics of human motion, and an understanding of the action of joints and muscles are emphasized. A study of the programs of individual physical education for secondary schools as applied to pupils with various limitations makes up the second part of this course.

443. Methods in Secondary School Health (3).
A study of principles, practices and procedures of teaching and coordinating the school health program with the total school program at the secondary level. Prerequisite: Health 112, 212.

444. First Aid for Elementary Teachers (2).
A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

PHYSICAL EDUCATION

100. Principles of Physical Education (3).
An introduction to the field of physical education including the historical, philosophical, and scientific background, training and qualifications of personnel, and professional opportunities.

331. Organization and Administration of Physical Education (3).
An orientation to policies, standards, procedures, and problems pertaining to organizing and administering physical education programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

332. Measurment and Evaluation in Physical Education (3).
An introduction to elementary statistical procedures as they relate to constructing, administering, scoring and grading tests and measures in physical education. Practical application of tests of knowledge, physical fitness, general motor ability, sports skills, and other areas will be stressed.

334. Physical Education in the Elementary School (2).
An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For elementary education majors only.

340. General Teaching Methods for Physical Education (3).
The development of basic concepts of teaching methods in physical education.

341. Theory of Coaching (3).
Methods and materials of seasonal planning, training and game strategy of football, basketball, and baseball.

342. Theory of Coaching (3).
Methods and materials of seasonal planning, training and game strategy of soccer, wrestling, track and field.

343. Theory of Coaching (3).
Methods and materials of seasonal planning, training and game strategy of field hockey, volleyball, basketball and softball.

462. Recreational Leadership (3).
A study of the needs and values of a recreational program, the principles to be followed, and the materials and methods to be used. Designed for personal enrichment and recreational leadership skills. This course may count as either Religious Education or Physical Education, but not both. (Block schedule, first half of the Spring Semester.)

Professional Preparation Activity Courses.
The following are laboratory courses for physical education majors only with emphasis on the development of skills, understanding of rules and etiquette, selection and care of equipment, history and strategy as they apply to each activity. Each individual course carries ½ semester hour credit and will be graded separately.

PE-101 Golf ..... (½)
PE-102 Soccer ..... (½)
PE-103 Badminton ..... (½)
PE-104 Conditioning ..... (½)
PE-105 Volleyball ..... (½)
PE-106 Tennis ..... (½)
PE-107 Baseball ..... (½)
PE-108 Football ..... (½)
PE-109 Basketball ..... (½)
PE-110 Wrestling ..... (½)
*PE-113 Softball ..... (½)
*PE-114 Field Hockey ..... (½)
*PE-115 Basketball ..... (½)
*PE-116 Modern Dance ..... (½)
PE-117 Tumbling ..... (½)
PE-118 Gymnastics ..... (½)
PE-119 Archery ..... (½)
PE-120 Swimming ..... (½)
PE-121 Dance ..... (½)
PE-122 Track and Field ..... (½)

Freshman Required Activity Courses (½).
Two semester hours of Physical Education are required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in each activity.

The department recommends a balanced selection of team and individual activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Two additional semester hours may be used as elective hours toward graduation.

Physical Education Activity Offerings

Course No.	Description	Hrs. of credit
PE 001	Beginning Archery	(½)
PE 002	Intermediate Archery	(½)
PE 003	Beginning Badminton	(½)
PE 004	Intermediate Badminton	(½)
PE 005	Beginning Basketball	(½)
PE 006	Intermediate Basketball	(½)
PE 009	Beginning Field Hockey	(½)
PE 011	Beginning Flag Football	(½)
PE 013	Beginning Golf	(½)
PE 014	Intermediate Golf	(½)
PE 015	Beginning Gymnastics	(½)
PE 017A	Beginning Horseback Riding I	(½)
PE 017B	Beginning Horseback Riding II	(½)
PE 018	Intermediate Horseback Riding	(½)
PE 019	Beginning Lacrosse	(½)
PE 023	Beginning Marksmanship	(½)
PE 025	Beginning Modern Dance	(½)
PE 027	Beginning Rappelling	(½)
PE 029	Beginning Orienteering	(½)
PE 031	Beginning Self Defense	(½)
PE 035	Beginning Skiing	(½)
PE 036	Intermediate Skiing	(½)
PE 037	Beginning Slimnastics	(½)
PE 039	Beginning Soccer	(½)
PE 040	Beginning Softball	(½)
PE 041	Intermediate Softball	(½)
PE 043	Beginning Speedball	(½)
PE 047	Beginning Square Dancing	(½)
PE 049	Beginning Swimming	(½)
PE 050	Intermediate Swimming	(½)
PE 055	Beginning Tennis	(½)
PE 056	Intermediate Tennis	(½)
PE 058	Intermediate Tag Football	(½)
PE 059	Beginning Track and Field	(½)
PE 061	Beginning Volleyball	(½)
PE 062	Intermediate Volleyball	(½)
PE 063	Beginning Weight Training and Conditioning	(½)
PE 064	Intermediate Weight Training and Conditioning	(½)
PE 065	Beginning Wrestling	(½)
PE 099	Individual P.E.	(½)

*Offered on an alternate year basis.

Uniforms for Activity Classes.
All students in required physical education activity classes must wear a uniform acceptable for the activity in which they are engaged. Physical Education major students must wear the uniforms designated for the professional preparation program. Uniforms may be purchased at the College Bookstore.

INDIVIDUAL PHYSICAL EDUCATION

Students with limitations are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

RELIGION AND PHILOSOPHY

PROFESSORS: DR. WALLACE, DR. KEYSER, DR. LANGSTON

ASSISTANT PROFESSORS: DR. FINK, DR. MARTIN

INSTRUCTOR: MR. BROOKS

Objectives of the Religion and Philosophy Department

1. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western Philosophical heritage.
2. To offer advanced elective courses in Religion, Religious Education, and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interests.
3. To offer concentrations in Religion, Religious Education, and Philosophy for those students who have more intense personal and academic interests in such areas of study.
4. To offer majors in Religion, Religious Education, Church Ministries and Religion and Philosophy as vocational and pre-vocational preparation for those students entering a religious or church-related vocation.

   All students receiving scholarships from the school because of their church related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell College.

Departmental Courses Required for Graduation
All degree candidates must take Religion 101 Introduction to the Bible first; after which all students will select according to their own personal interests any 200 or 300 level course offered in the Religion Division, or one of the following courses: Religious Education 361, 363; Philosophy 121.

Departmental Requirements for Majors

1. Religion or Religious Education. Thirty-three (33) semester hours in addition to Religion 101 of which fifteen (15) semester hours must be in courses numbered 300 or above. Specific major requirements are detailed in the catalogue section on course listings.
2. Religion and Philosophy. Eighteen (18) semester hours in Religion including Religion 101 of which nine (9) semester hours must be in

courses numbered 300 or above and eighteen (18) semester hours in Philosophy.

3. Bachelor of Special Studies in Church Ministries.

Concentrations
Eighteen (18) semester hours in Religion, Religious Education or Philosophy for a concentration in Religion or Religious Education, nine (9) semester hours must be in courses numbered 300 or above.

English Requirements
Any departmental major may be required to take an English proficiency test. If the student required additional English studies, placement will be made by the English Department.

RELIGION

MAJOR REQUIREMENTS

Only a B.A. degree program is offered in Religion. In addition to the general college requirements for the B.A. degree 36 semester hours, including a minimum of 15 semester hours of courses numbered 300 and above, are mandatory. It is expected that a minimum of one course each in Philosophy and Religious Education be undertaken as well as one Seminar course in Religion.

COURSES

101. Introduction to the Bible (3).
A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. This course, or equivalent, is a prerequisite to all other religion courses. Every semester.

202. Old Testament Thought (3).
An historical and systematic study of major Old Testament concepts. Every semester by demand.

212. New Testament Thought (3).
A study of the key New Testament concepts which shaped the faith of the Christian Church. Every semester by demand.

222. Basic Christian Thought (3).
A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, Christ, evil, history, Holy Spirit and eschatology.

224. Basic Christian Ethics (3).
A systematic study of the ethical implicationsof faith for the Christian life. In addition, particular moral issues are discussed, such as war, ecology, race relations, and others.

301. Old Testament Archaeology (3).
A study of ancient Near Eastern archaelogical evidence as related to the Old Testament.

302. Prophetic Literature of the Old Testament (3).
A study of the times, activities, and messages of selected prophets.

304. Poetic and Wisdom Literature (3).
A study of Old Testament poetic and and wisdom literature and its unique contribution to ancient Near Eastern literature.

313. The Teachings of Jesus (3).
A study of the message of Jesus recorded in the Synoptic Gospels with special attention to the proclamation of the Kingdom of God and its ethical demands.

314. Paul (3).
A study of Paul's personality, life and thought. Acts, Paul's epistles, and secondary sources, both ancient and modern, will be used as sources.

317. The Gospel of John (3).
An exposition of the Fourth Gospel with special attention to its historical setting and its contemporary application.

321. Contemporary Theology (3).
A study of major 19th and 20th century theologians since Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, death of God theology, and others.

331. Life and Thought in the Christian Church: Early and Medieval (3).
An historical study of the major movements and thought in the early and medieval church.

332. Life and Thought in the Christian Church: Reformation and Modern (3).
An historical study of the major movements and thoughts of the reformation and modern church.

334. American Christianity (3).
Study of the history, ideas, and influence of Christianity in America.

335. Baptist History (3).
A study of Baptist, including their origins, history, principles, and practices.

340. The Family (3).
Study of the religio-cultural setting of the American family in historical and contemporary settings.

344. Sociology of Religion (3).
Investigation of the socio-cultural structure of American Christianity. Close examination of the meaning and belonging functions of religion will be explored.

351. History of Religions (3).
A study of the major religions of the world, with special emphasis upon religions of India and the Far East — Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Attention is also given to Judaism and Islam.

402. Old Testament Seminar (3).
Investigation into contemporary Old Testament problems and their implications for future studies.

403. New Testament Seminar (3).
The New Testament in contemporary thought.

404. Christianity and Culture Seminary (3).
Selected studies and research in contemporary Christian ethics.

407. Church History Seminar (3).
Selected studies and research in church history, including specialized studies in Baptist backgrounds, principles and life.

408. Theology Seminar (3).
Studies in theology which focus on a specific theologian, a theological movement, or a particular Christian doctrine.

Religious Education

MAJOR REQUIREMENTS

For a Religious Education major a student may elect either a B.A. or B.S. degree program. Either program, however, must satisfy the full general college requirements for that degree.

In addition to the general and the department requirements, a minimum of 18 semester hours must be selected from the religious education courses listed below. Up to one half of this major, 18 semester hours, may be courses listed under Religion, Religious Education and Philosophy. Cross credit may be obtained by taking Education 341, Education 431, or Education 355.

COURSES

261. Principles of Administration (3).
A management approach to the administrative task. Designed to give leaders an introduction to those principles which should be employed in guiding and directing the work of others. Fall semester every year.

262. Educational Organization (3).
A study of organizations and methods used in promoting a well-rounded program of religious education through the church. Spring semester every year.

361. Psychology of Religion (3).
A study of the psychological aspects of religious experience. The course is designed to give the student a degree of psychological insight into his own religious experience and the basis for a program of Christian counseling.

362. Youth Work (3).
A study of the social and spiritual development of the age group. Consideration is given to organizations, materials and methods which youth leaders can use to meet the needs of youth in the church. First half Spring semester (block schedule) every year.

363. Teaching of Religion (3).
A course which combines theory and application in the discovery of the best principles, material, and methods of Bible teaching.

369. Christianity and the Family (2).
An examination of the theological, psychosexual, and ethical issues arising from a study of sex, love and marriage. The practical aspects of these crucial areas of man's life and the context of American culture are the focus of this course.

457. Experiential Learning (1-6).
The student will make a proposal in terms of specific projects to be completed largely off-campus under the direction of a faculty advisor. The faculty advisor will recommend from one to six semester hours of credit for each involvement, subject to the approval of the department chairman.

462. Recreational Leadership (3).
This course, taught by the Physical Education Department, may be counted toward Religious Education requirements after other Religious Education courses have been taken. See listing under Physical Education 462. First half Spring semester (block schedule) every year.

464. The Staff Church (3).
A seminar approach to the administration of a church which is large enough to have a multiple staff ministry. Required of those taking Religious Education 564. Others by permission of instructor. Prerequisite: Religious Education 261. First half Spring semester (block schedule) every year.

564. Depth Study (6).
A descriptive study of the educational program of a local church which has a professional minister of education. The results of the findings will be presented in senior thesis form. Prerequisite: Religion 464. Full-time, second half of the Spring semester (block schedule), every year.

PHILOSOPHY

121. Introduction to Philosophy (3).
An examination of selected problems and the relation of philosophy to other disciplines, with particular attention to method.

221. Introduction to Logic (3).
An examination of three characteristics of logical thinking: clarity, criticism, and argument, applying rules, principles and techniques to actual cases.

231. A History of Ancient and Medieval Philosophy (3).
A survey of the development of philosophical ideas from the inception of the discipline in ancient Greece to the European Renaissance.

232. Modern Philosophy (3).
A historical and philosophical analysis of 16th-18th centuries Enlightenment, the transition from the medieval to the modern view of man's place in the universe.

233. Contemporary Philosophy (3).
A study of the philosophical developments of the 19th and 20th centuries such as existentialism, logical positivism and process philosophy.

323. Philosophy of Religion (3). Identifying and clarifying crucial theological problems; an examination of recent developments and an analysis of central arguments.

SOCIAL SCIENCES

PROFESSORS: DR. GASS, DR. BROWN, DR. EARP, DR. KEYSER, DR. MOORE, DR. PURYEAR, DR. STUMPF, DR. WALLACE
ASSISTANT PROFESSORS: MR. EASLEY, MISS SHERWOOD, MR. TUCK
INSTRUCTOR: MR. REINHARDT

Requirements for the Major in Social Sciences: The candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in the social sciences must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a grade of "C" or better in each course 24 semester hours in one of the following fields: economics, geography, sociology, government, or history. In addition, the candidates must complete, with a grade of "C" or better in each course, six hours each in three fields, other than the field of concentration to be chosen from: economics, geography, sociology, government, or history. The candidate for a major in social sciences who also desires N. C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 24 semester hours in history and six semester hours in each of the following fields: economics, geography, government and sociology.

Requirements for the Major in History: The candidate for the Bachelor of Arts or the Bachelor of Science with a major in history must complete at least 30 hours of history with a grade of "C" or better in each course, including at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. The candidate must complete History 111-112 and History 221-222. In addition, the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, Economics, 6 hours; and either Geography 113 or Sociology 225. The candidate for a major in history who also desires N. C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 6 hours in each of the following fields: economics, geography, government, and sociology.

Requirements for the Major in Sociology: The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in sociology must complete, with a grade of "C" or better in each course, at least 30 semester hours in sociology, which must include Sociology 225 (Principles), 347 (Social Theory), 350 (Sociological Research) and either 358 (Historical Sociology — American) or 404 (Historical Sociology — European). In addition the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, History 221, 222, and Psychology 222. There is no provision for teacher certification in sociology.

Requirements for a Major in Social Services. The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in Social Services must complete with a grade of "C" or better in each course 51-57 semester hours after meeting the requirements of the General College Curriculum. The candidate must take Psychology 222, 360, 332 or Sociology 343; Government 230 or 337; History 221 and 222; Sociology 226, 340, and 342 and 361. A candidate will also complete a Practicum for 3 semester hours or an Internship for 6 semester hours. In addition a candidate will develop a specilization in one of the following areas: Mental Health (18 semester hours) Psychology 364, 461, 471, 437, 463, 367; Public Health (18 semester hours) (1) Home Economics 227, 327, 236, (2) Home Economics 335 or Education 341, (3) Home Economics 421, (4) Psychology 367, or Mathematics 275; Corrections (21 semester hours) Psychology 364, 461, 463, Sociology 346, 347, 350; Social Services Administration (18 semester hours) Economics 223, 357, Business Administration 331, 332, Government 230 or 337, Mathematics 275.

High-School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who desires certification for the teaching of the social studies in the secondary schools of North Carolina should consult both the Department of Social Sciences and the Department of Education.

ECONOMICS

For the description of courses in economics, see the Economics and Business Administration and Business Education section of this catalogue. History 330 and History 331 may be counted as either history or economics, but not as both. Business Administration 313 (Marketing), 443 (Insurance), 435 (Real Estate), and 446 (Business Statistics) can be counted as economics courses in the Department of Social Sciences.

Pre-Law Curriculum in Social Sciences:

FRESHMAN YEAR

First Semester	*Hrs.*
English 111	3
History 111	3
Mathematics 140 or 160	3
Language	3
Natural Science	4
Physical Education	1
	17

Second Semester	Hrs.
English 112	3
History 112	3
Mathematics 130	3
Language	3
Natural Science	4
Physical Education	1
	17

SOPHOMORE YEAR

First Semester	Hrs.
Religion 101	3
History 221	3
English	3
Language	3
Speech 113	2
Health 111	2
	16

Second Semester	Hrs.
Religion	3
History 222	3
English	3
Language	3
Art 131 or Music 131	3
	15

JUNIOR YEAR

First Semester	Hrs.
Economics 223	3
Philosophy 121	3
English	3
Accounting 213	3
History 343	3
	15

Second Semester	Hrs.
Sociology 226	3
Philosophy 221	3
Government 229	3
Accounting 214	3
History 344	3
	15

SENIOR YEAR

Senior Year: Government (Junior-Senior level), 3 hours; History, 3 hours; English, 6 hours; Sociology, 6 hours; 6 additional hours from any one of the following: Sociology, History, Government, English or Economics; sufficient electives to produce a minimum of 128 hours for graduation. The candidate for graduation must have an over-all "C" average on all work attempted, and a grade of "C" or better on each course offered for the major.

111-112. Western Civilization (3, 3).
A survey of Western Civilization to the present; gives attention to the origins of civilization and to relations between the West and non-Western areas of the world. (Every semester).

221-222. American History (3, 3).
A survey of United States history from the discovery of the New World to the present. (Every semester).

311. Greek Civilization (3).
(Greek 311) A survey of the history of ancient Greek culture. (Offered by the Department of Foreign Languages).

312. Roman Civilization (3).
(Greek 312) A survey of the history of ancient Latin civilization. (Offered by the Department of Foreign Languages).

330, 331. American Economic History (3, 3).
The evolution of the American economy is traced and analyzed in terms of developments in agriculture, commerce, transportation, finance, industry, etc., and of the economic principles involved. (330, every Fall; 331, every Spring).

332. North Carolina (3).
A survey of the State's history. (Every semester).

333, 334. The Far East (3, 3).
The history of the Far East is traced from ancient times to the present, including the Chinese Communist Revolution .(333, every Fall; 334, every Spring).

336. The United States in Recent World Affairs (3).
Relations of the United States with foreign nations, with special emphasis on the causes and consequences of wars, disarmament, the peace movements, the Monroe Doctrine, and efforts at international cooperation.

338. American Military History (3).
A survey is made of American military history with emphasis on the geographical, political, sociological, economical, and tactical considerations affecting each major war in American history. Successful leadership and management techniques used in past conflicts are examined for possible modern application. This course is required of all military science cadets during the second semester of their sophomore year and is team taught with the Military Science Department. (Every Spring).

339. Studies in Revolutions (3).
Comparative studies of several aspects of selected revolutions in the modern world. (Every Spring).

342. Medieval Europe (3).
The political, economic, ecclesiastical, and cultural history of Europe is surveyed from the fall of Rome to early modern times. (Fall, even numbered years).

343-344. England (3, 3).
The political, economic, ecclesiastical, and intellectual history of the English is traced from earliest times to the present. (343, every Fall; 344, every Spring).

345. Philosophy of History (3).
(Philosophy 345). Representative interpretations of history are studied, with special emphasis upon those which are implicit in Western Civilization. (Offered by the Department of Philosophy).

350. Renaissance and Reformation (3).
The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. (Fall, even numbered years).

351. Europe in the Age of the French Revolution (3).
A study of the French Revolution, its causes, and short-run and long-run results. (Spring of even-numbered years).

352. Europe in the Modern World (3).
The principal European states are studied in terms of their internal development and international relations.

353, 354. Recent History of the United States (3, 3).
Significant developments in the history of the United States since 1890 are studied in detail, with emphasis upon their political, constitutional, diplomatic, and economic aspects. The first semester's work covers the period to the New Deal.

355, 356. Russia and the U.S.S.R. (3, 3).
Russian history is traced in terms of its principal events and developments from its beginning to the present.

357, 358. Social and Intellectual History of the United States (3, 3).
The interaction of ideas and social practices is analyzed through the examination of thought and institutions in such fields as science, law, technology, religion, economics, philosophy, and education.

359, 360. American Colonial History and the American Revolution (3, 3).
The development of American nationhood and institutions is traced from the founding of the English colonies to the inauguration of Thomas Jefferson (359, every Fall; 360, every Spring).

402. The Old Testament World (2).
(Religion 402). A study of archaeological, religious, and philosophical materials that reveal the environment in which the Old Testament comes into existence. (Offered by the Department of Religion).

403, 404. Social and Economic History of Europe (3, 3).
Traces and analyzes the main currents of the social and intellectual development of European civilization.

445. Modern European Political Thought (3).
(Government 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(Government 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

447. Contemporary American Political Thought (3).
(Government 447). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, Jacques Maritain, and to black thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

449, 450. The Development of the American Constitution (3, 3).
(Government 449, 450). Gives an account of the living constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American Constitution today. (Offered by the Department of Government).

GOVERNMENT

For descriptions of courses in government, see the Government section.

SOCIOLOGY

Prerequisites: See individual course descriptions below for prerequisites to specific courses.

225. Principles of Sociology (3).
In this introduction to the principles of sociology, an attempt is made to provide an understanding of culture, collective behavior, community life, and social change. Open to Freshmen. (Every Spring).

226. Social Problems (3).
The nature and extent of social problems in contemporary life are examined in terms of causes and constructvie methods of treatment and prevention. (Every Spring).

332. Social Psychology (3).
(Psychology 332). The forms of interaction of personalities which characterize sociology are studied in terms of their effect upon the institutions and functions of society. (Offered by the Department of Education and Psychology).

334. American Society (3).
An examination of the contemporary American society employing concepts of authority, community, status, sacred and alienation.

340. The Family (3).
Among the topics discussed are the development of the family as a social institution, the contemporary family in various cultures, and the relationship of the family to the other institutions of American society.

341. Social Change (3).
Social change is studied in terms of its causes and its effects upon such factors as social stratification, status systems, and communications.

342. The Community (3).
Dealing with the community in both its rural and its urban form, this course considers the rural-urban differentials, the changing pattern of community life, neighborhoods, natural areas, and rural and urban problems.

343. Personality in Culture (3).
Investigates the relationships between the interlocking systems of personality and culture, i.e., how cultural traditions through the process of socialization pattern personality, cognition, perception, states of consciousness, and mental illness syndromes, and how personalities may in turn change these cultural traditions.

344. Sociology of Religion (3).
A study of the role of religion and religious institutions in society.

345. Anthropology (3).
Scientific evidence concerning the development of homo sapiens is presented. What leading thinkers are saying about man's place in the universe is surveyed.

346. Criminology (3).
A study is made of the crime problem in the United States; emphasis is given to the reduction of crime and the rehabilitation of convicts.

347. Introduction to Social Theory (3).
A critical study of sociological theories of recent writers with a view to laying the foundations for a constructive theory of modern life. Prerequisite: 9 hours of sociology.

350. Social Research Techniques (3).
It is the purpose of this course to introduce the student to methods of research used by investigators of social data. Prerequisites: 12 hours of sociology; open to majors only.

353. Social Structure (3).
Undertakes to provide a frame of reference for the ordering and analysis of sociological facts.

358. Historical Sociology-American (3).
(History 358). Considers the influence of Social Darwinism upon American social thought and the Development of sociology as a recognized discipline and profession in the United States.

361. Introduction to Social Work (3).
Surveys the purposes, problems, methods, and institutions of social work.

404. Historical Sociology-European (3).
(History 404). Traces and analyzes the main currents of the development of social thought in modern Europe.

GEOGRAPHY

For descriptions of courses in geography, see the Geology and Geography section.

DEPARTMENTAL SEMINAR (3).

Admission is by consent of the instructor to Social Science, Sociology, and History majors who have completed at least 75 semester hours of college work, including at least 21 hours in the social sciences. The work of the seminar includes readings and discussion. Each student writes a major research paper under the personal supervision of the instructor. The topic is selected with the approval of the instructor. The course number is "599".

INDEPENDENT STUDY

Independent study is any type of study conducted under the supervision of a qualified instructor but not conducted as a regularly scheduled course listed in the catalog.

Independent study will be offered on both survey and in-depth level courses, provided that they are not on the same course and not on a course offered within a two year period. Three hours credit will be given for each independent study course. All independent study would be initiated by the student. Students should submit a written request and receive approval before beginning an independent study. The student and faculty member will work out the format for each course and will adhere to the minimum standards set by the department.

Minimum departmental standards will include the following:

a. No student can take more than one 3-semester-hour independent study course per semester in this department; no student shall offer more than 9 total credit hours in independent study toward a major in this department.

b. A schedule allowing for an average of nine hours of work per week (this would include time spent in meetings with the professor).

c. A clear, written understanding between the student and professor of the objectives of the study, the procedures to be followed, the reading to be done, the written work to be done, any travel to be undertaken, and the means of evaluation.

Supervision of independent study will be on a volunteer basis for the professor. The student will be supervised by professors in the field of the professor's specialty. Each professor will only have one to three students doing independent study each semester at any given time. All independent study shall be approved by the supervising professor, the department chairman, and the Academic Dean.

SPEECH AND DRAMATICS

ASSOCIATE PROFESSOR: MR. LINNEY
ASSISTANT PROFESSOR: MR. SKAGGS

A concentration in the Dramatic Arts requires a minimum of 17 hours. Required courses include Voice and Diction (113), Introduction to Theater (131), Acting and Directing (227), Stagecraft (228), and Theater Techniques (230). An additional three hours will be chosen from the following: Playwriting (229), Shakespeare Survey (332), Shakespeare's Comedies and Histories (332A), Shakespeare's

Tragedies and Dramatic Romances (332B), English Drama (338), Modern Drama (451). All students must also direct at least one one-act play for performance.

113. Voice and Diction (2).
A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

114. Oral Interpretation (2).
Designed to follow Speech 113. Techniques and practice in the oral presentation of prepared works, original or from literature. Emphasis is on gaining the dramatic value from such works, as well as on improving vocal techniques.

117. Corrective Speech (1).
Designed specifically for students afflicted with speech disorders (one to three hours in one semester or extended over several semesters according to need): group meetings of the class, supplemented by Clinical periods devoted to individual diagnosis and treatment.

131. Introduction to Theatre (3).
A broad survey of theatre from the classical Greek literature to modern times.

227. Acting and Directing (3).
An introductory course in acting and directing.

228. Stagecraft (3).
A class that gives the student practical experience in staging the productions of the Campbell Players.

229. Play Writing (3).
An introductory course in play writing.

230. Theatre Techniques (3).
A class that emphasizes design techniques and finer details of stage productions.

5. DIRECTORY

TRUSTEES

Terms Expiring 1975

James A. Austin ..... Clinton, North Carolina
Lewis Boroughs ..... Greensboro, North Carolina
Mrs. Clayton Fulcher, Jr. ..... Atlantic, North Carolina
Mrs. Robert B. Hall ..... Mocksville, North Carolina
Mrs. W. H. Jones ..... Kinston, North Carolina
Mrs. George T. Scott ..... Selma, North Carolina
Rev. George Simmons ..... Hillsborough, North Carolina
Dr. D. E. Ward, Jr. ..... Lumberton, North Carolina
William M. Womble ..... Sanford, North Carolina

Terms Expiring 1976

Robert A. Harris ..... Eden, North Carolina
Mrs. R. A. Hedgpeth ..... Lumberton, North Carolina
Dr. John Lawrence ..... Raleigh, North Carolina
Bobby Murray ..... Raleigh, North Carolina
D. Earl Pardue ..... Burlington, North Carolina
J. Leon Rumley ..... Winston-Salem, North Carolina
Dan E. Stewart ..... Raleigh, North Carolina
Mrs. J. H. Strickland ..... Four Oaks, North Carolina
Dr. Fred L. Taylor ..... Vass, North Carolina

Terms Expiring 1977

Dr. H. Spurgeon Boyce ..... Durham, North Carolina
Dr. Thomas S. Fleming ..... Tarboro, North Carolina
A. C. Greene, Sr. ..... Fayetteville, North Carolina
Charles McFall ..... Madison, North Carolina
Milford Quinn ..... Warsaw, North Carolina
Bobby Roberts ..... Durham, North Carolina
Granville A. Ryals ..... Wilmington, North Carolina
Rev. James Sides ..... Wadesboro, North Carolina
Donald Sneeden ..... Wilmington, North Carolina

Terms Expiring 1978

Lacy Collier ..... Fayetteville, North Carolina
Dr. Ramsey Cammack ..... Burlington, North Carolina
Rev. Tom Freeman ..... Dunn, North Carolina
Dr. Will H. Lassiter ..... Smithfield, North Carolina
Carroll Leggett ..... Washington, D. C.
Clyde J. Rhyne ..... Sanford, North Carolina
Lamar Simmons ..... Lillington, North Carolina
Edgar A. Thomas ..... Lexington, North Carolina
Charles Whitley ..... Washington, D. C.

ADMINISTRATION AND STAFF, FALL 1975

Norman A. Wiggins.....President
A. R. Burkot.....Vice-President and Provost
Fred McCall.....Vice-President in Institutional Development
Lonnie D. Small.....Business Manager
Leslie Bryant Ledgerwood.....Academic Dean
David McGirt.....Acting Registrar
Jerry F. Jackson.....Director of Admissions
Robert L. King.....Director of Guidance and Career Counseling
James R. Cole.....Acting Dean of Students
Mrs. Sue Burgess.....Dean of Women
Philip E. Kennedy.....Director of Public Information
Thomas Edwards.....Director of Alumni Affairs
G. Rodney Beals.....Director of Public Relations
James Boyce Brooks.....Director of Religious Activities
James D. Sistrunk.....Director of Library Services
Wendell Carr.....Director of Athletics
Graham Evans.....Director of Health Services
Kenneth Barbour.....Director of Food Services
R. Lewis Beal.....Director of Student Financial Aid
Berles Johnson.....Purchasing Agent
Mrs. A. R. Burkot.....Laundry Manager
Thomas Noe.....Director of Physical Plant
Waylon Gregory.....Director of Housing
Herbert H. Ennis.....Director of Security and Traffic
Charles B. Howard.....Director of Church Relations
M. Paul Keller.....Coordinator of Veterans Affairs

ASSOCIATES

Wayne F. Murphy.....Director of Estate Planning
John Linton.....Director of Computer Services
Johnny R. Cottle.....Assistant to Business Manager
Alton W. Hardison, Jr.....Associate Registrar
Mrs. A. B. Johnson.....Assistant Registrar
Todd Scarborough.....Director of Service Enterprises
Mrs. Helen Sistrunk.....Assistant Librarian
Mrs. Hargrove B. Davis.....Head Nurse
C. A. Upchurch.....Manager of College Store
F. M. Caudell.....Associate Manager of College Store
Mrs. Florence Pulliam.....Associate Dietitian
Bob Wicks.....Director of Sports Information
Randy Cotten.....Manager of Radio Station
Tom T. Lanier.....Assistant Director of Admissions
Bobby Wicker.....Assistant to the Director of Admissions
Brad Newkirk.....Assistant to the Director of Admissions
Sherry West.....Assistant to the Director of Admissions
Mrs. Bettie Carroll.....Residence Hall Counselor
Mrs. Josephine Gilliland.....Residence Hall Counselor
Mrs. Delia Werner.....Residence Hall Counselor
Mr. and Mrs. Burt Cayson.....Residence Hall Counselors
Dr. and Mrs. Max Peterson.....Residence Hall Counselors
Mr. and Mrs. Richard Reeves.....Residence Hall Counselors

SECRETARIES AND OTHER OFFICE ASSISTANTS

President's Office: Mrs. M. B. Matthews, Jr.

Dean's Office: Mrs. Donald Keyser

Provost's Office: Miss Debra Lynn Hollingsworth

Office of Admissions: Miss Mabel Bean, Mrs. Larry Currin, Miss Susan Johnson

Registrar's Office: Mrs. Robert Krause

Business Office: Miss Ramona Tew, Mrs. Carl Davis, Mrs. Thomas Folwell, Miss Terry Gregory, Mrs Sammy King, Mrs. Lavern Matthews, Mrs. A. B. Parker, Mrs. John Robert Suggs, Mrs. Bickett Turlington, Mrs. Elijah Weaver, Mrs. Billy Whittington, Ms. Judy Moore, Mrs. Betsy Warren, Miss Lana Wagstaff

Institutional Advancement Offices: Mrs. Hazel Byrd, Mrs. Fran Grant, Mrs. E. H. Lassiter, Jr., Mrs. Flora Rogers, Mrs. Milton J. Stephens, Mrs. Doug Goodwin

Library: Mrs. Eva Barefoot, Mrs. Rodney Beals, Mrs. Rosalie Ferrell, Mrs. Sophia Gregory, Mrs. Paula Hinton, Mrs. Horace Johnson, Mrs. Frances Lanier, Mrs. Christine Matthews, Mrs. Jane Mitchell, Mrs. Greg Bruhn, Mrs. Elizabeth Tripp, Mrs. Eula Upchurch, Mrs. Phil Wood

Student Personnel Offices: Mrs. O. B. Wallace, Mrs. James Tart

Plant Maintenance: Mrs. Curtis Byrd, Miss Jean Gainey, Mrs. Preston Stephenson

Veterans Affairs Office: Mrs. Dwight Barefoot

Financial Aid Office: Mrs. David McGirt, Mrs. Gene Stewart

FACULTY — FALL 1975

NORMAN ADRIAN WIGGINS, President — B.A., Wake Forest University; LL.B., ibid.; LL.M., Columbia University School of Law; J.S.D., ibid.; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount, N. C., 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, ibid., 1957-1962; Professor of Law, ibid., 1962-1967; General Counsel, ibid., 1964-1967; President, Campbell College, 1967-

ALEXANDER ROMAN BURKOT, Provost; Professor of Modern Languages — B.A., Dickinson; M.A., University of North Carolina at Chapel Hill; Graduate Student, University of Berlin; HH.D., Elon College, 1967; Head of Modern Languages, Campbell College, 1935-1961; Dean of Men, ibid., 1936-1947; Dean, ibid., 1944-1973; Vice President, 1968-; Provost, 1973-; Campbell College, 1935-

LESLIE BRYANT LEDGERWOOD, Academic Dean — B.A., Baylor University; B.D., Southern Baptist Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Oklahoma; Campbell College, 1973-

ROBERT W. ANDERSON (MAJOR), Assistant Professor of Military Science — B.S., University of Tampa; B.S., University of South Florida; Campbell College, 1974-

MURIEL MARTIN BAGBY, Part-time Associate Professor of Latin — B.A., Georgetown (Ky.) College; M.A., George Peabody College; Graduate Student, University of Michigan, University of Kentucky, Tufts University; Campbell College, 1952-71; 1972-

HAROLD C. BAIN, Associate Professor of Mathematics — B.A., Atlantic Christian College; M.A., George Peabody College; Graduate Student, North Carolina State University at Raleigh; Campbell College, 1957-

L. STANFORD BEARD, Professor of Biology — B.S., Furman University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell College, 1961-

CHRISTINE HUDSON BEASLEY, Associate Professor of Business Education — B.S., East Carolina University; M.A., ibid.; Campbell College, 1969-

RODGER W. BOYLE (LIEUTENANT COLONEL), Professor of Military Science — B.A., University of Omaha; M.S., Georgia State University; Campbell College, 1975-

ELIZABETH BRITTON, Part-time Associate Professor of Chemistry — B.A., Meredith College; M.A.T., University of North Carolina at Chapel Hill; Campbell College, 1955-

JAMES BOYCE BROOKS, Part-time Instructor in Religion — B.A., Wake Forest; B.Th., Southern Baptist Theological Seminary; Campbell College, 1975-

JENNIE B. BROOKS, Associate Professor of Education — A.A., Campbell College, A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1969-

GERALD Y. BROWN, Assistant Professor of Health and Physical Education — B.S., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1965-

MILLARD R. BROWN, Professor of Sociology — B.A., Wake Forest University; B.D., Colgate-Rochester Divinity School; A.M., Duke University; Th.M., Southern Baptist Theological Seminary; Ph.D., ibid.; Graduate Student, Columbia University, University of Tennessee, North Carolina State University at Raleigh; Campbell College, 1962-

GASTON EVON CALVERT, Associate Professor of Education — B.S., Jacksonville State University; M.A., University of Alabama; Ed.D., ibid.; Campbell College, 1970-

WENDELL L. CARR, Assistant Professor of Health and Physical Education — B.S., Wake Forest University; M.A., East Carolina University; Graduate Student, Indiana University; Campbell College, 1974-

DORIS MARY CHRISTIAN, Associate Professor of English — B.A., (with honors), St. Hugh's College, University of Oxford; B.Litt., ibid.; M.A., ibid.; Campbell College, 1962-

JAMES R. COLE, Instructor in Health and Physical Education — B.S., Western Carolina University; Graduate Student, ibid.; Campbell College, 1958-

HARGROVE B. DAVIS, Instructor in Physical Education — A.A., Campbell College; B.S., ibid.; Campbell College, 1947-

CRONJE B. EARP, Visiting Professor of Classical Languages — A.B., Wake Forest University; M.A., Columbia University; Ph.D., ibid.; Campbell College, 1971-

LEFLETT TEED EASLEY, JR., Assistant Professor of Social Sciences — B.A., Newberry College; M.Ed., University of North Carolina at Chapel Hill; Graduate Student, ibid.; Campbell College, 1959-

CENIETH CATHERINE ELMORE, Associate Professor of Music — B.M., University of North Carolina at Greensboro; M.M., University of North Carolina at Chapel Hill; M.A., ibid.; Ph.D., ibid.; Campbell College, 1963-

M. MICHAEL FINK, JR., Assistant Professor of Religion — B.A., Samford University; M.R.E., Southern Baptist Theological Seminary; M.Div., ibid.; Ph.D., ibid.; Campbell College, 1975-

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EDITH T. FREY, Associate Professor of English — B.A., State University of Iowa; M.A., ibid.; M.A., Ohio State University; Campbell College, 1967-

MARK LAWRENCE GARDNER, Assistant Professor of Economics — B.A., Kenyon College; M.A., Vanderbilt University; M.A., Duke University; Campbell College, 1972-

ALBERT CLARKE GASKILL, Assistant Professor of Accounting — B.S., University of North Carolina at Chapel Hill; C.P.A., State of North Carolina; Campbell College, 1965-

W. CONRAD GASS, Professor of Social Sciences — A.B., Carson-Newman College; Th.B., Southern Baptist Theological Seminary; A.M., University of Louisville; Ed.D., Duke University; Campbell College, 1954-

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ROBERT C. HOPE, Associate Professor of Geology — B.S., Duke University; M.S., North Carolina State University at Raleigh; Graduate Student, Louisiana State University; (on leave of absence Fall semester 1973); Ph.D., University of South Carolina; Campbell College, 1964-

SUSAN BURNETT HORTON, Associate Professor of Music — B.Mus., Westminster Choir College; M.Mus., ibid.; Campbell College, 1955-

LOUIS S. HOVIS, Professor of Natural Science and Physics — B.S., North Carolina State University at Raleigh; M.S., ibid.; Ph.D., University of Tennessee; Campbell College, 1968-

C. EDWARD HOWARD, Professor of Geology — B.S., Duke University; M.S., North Carolina State University at Raleigh; Ph.D., Louisiana State University; Campbell College, 1963-

W. LEE JOHNSON, JR., Assistant Professor of Government — B.A., University of North Carolina at Chapel Hill; M.A., University of Maryland at College Park; Ph.D., ibid.; Campbell College, 1972-

JAMES M. JUNG, Professor of Chemistry — B.S., Davidson College; M.Ed., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell College, 1962-

ALMA SAMS KENNEDY, Associate Professor of English — B.A., Eastern Kenutcky State Colege; M.A., Duke University; Campbell College, 1955-

PHILIP E. KENNEDY, Associate Professor of English — B.A., Fairmont State College; M.A., West Virginia University; Graduate Student, Duke University, University of Louisville; Campbell College, 1955-

DONALD KEYSER, Howard Professor of Religion — B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; Ph.D., ibid.; Campbell College, 1959-

CATHERINE CAMPBELL KING, Associate Professor of Home Economics — B.A., Meredith College; M.S., University of North Carolina at Greensboro; Campbell College, 1952-1956, 1961-

CHARLES E. LANDON, Professor of Business Administration — B.A., University of Kansas; M.A., ibid.; Ph.D., University of Illinois; Campbell College, 1965-

PERRY O. LANGSTON, Professor of Religious Education — B.S., Clemson College; M.R.E., Southwestern Baptist Theological Seminary; D.R.E., ibid.; Graduate Study, University of Michigan; Campbell College, 1950-

HARRY E. LARCHE, Professor of Health and Physical Education — B.S.E., Arkansas State University; M.S.Ed., University of Mississippi; P.Ed.D., Indiana University; Campbell College, 1975-

CAROLYN G. LAUFFER, Assistant Professor of English — A.B., University of North Carolina at Greensboro; M.A., Glassboro State College; Candidate for Ph.D., Duke University; Campbell College, 1968-

DANIEL A. LINNEY, Associate Professor of Speech and Dramatics — B.A., University of North Carolina at Chapel Hill; M.A., ibid.; Campbell College, 1959-

JOHN H. LINTON, Part-time Instructor in Data Processing — B.S., United States Military Academy; M.S., Rensselaer Polytechnic Institute; Graduate Student, University of Maine, Worcester Polytechnic Institute, Bard College; Campbell College, 1973-

FRANCES LYNCH LLOYD, Assistant Professor of Health and Physical Education — A.A., Campbell College; B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell College, 1955-

FRED McCALL, JR., Associate Professor of Health and Physical Education — B.A., Lenoir Rhyne College; M.A., George Peabody College; Campbell College, 1953-

PEARLE K. McCALL, Assistant Professor of Biology — B.S., Lenoir Rhyne College; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1961-

LAMAR K. McCARRELL, Associate Professor of Music — B.A.M., Furman University; M.M.E., Florida State University; Ph.D. ibid.; Campbell College, 1970-

ROBERT ALLEN McINTYRE, JR., Associate Professor of Biology — B.S., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Graduate Student, Johns Hopkins University, Duke University, University of Maryland; Campbell College, 1962-

DAVID H. MADSEN, Instructor in Foreign Languages — B.A., Brigham Young University; Candidate Ph.D., Duke University; Campbell College, 1974-

DEAN M. MARTIN, Assistant Professor of Religion — B.A., William Jewell College; B.D., Yale University Divinity School; Ph. D., Baylor University; Campbell College, 1974-

RICHARD H. MARTIN, Associate Professor of Geology — B.A., West Virginia University; M.S., ibid.; Ph.D., ibid.; Campbell College, 1966-

HAZEL MATTHEWS, Assistant Professor of Biology — B.A., University of North Carolina at Greensboro; M.A.T., Duke University; Graduate Student, East Carolina University, North Carolina State University at Raleigh, University of North Carolina at Chapel Hill; Campbell College, 1965-

JOHN DAVID MAUNEY, Part-time Instructor in Music — A.B., Lenoir Rhyne College; M.M., East Carolina University; Campbell College, 1975-

CLIFFORD R. MILLER, Visiting Professor of Trust Education — B.S., North Central College; Investment Major Diploma, Stonier Graduate School of Banking, Rutgers University; M.B.A., Michigan State University; Fellow of the Financial Analysts Federation and North Carolina Society of Financial Analysts; Senior V.P. and Trust Officer and Director, City Bank and Trust Company, Jackson, Michigan; Campbell College, January, 1971-

RALPH W. MONTGOMERY, Assistant Professor of Music — B.M., Eastman School of Music; M.M., North Texas State University; Campbell College, 1972-

ANNE T. MOORE, Professor of History — B.A., Westhampton College; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; (on leave of absence 1967-1968); Campbell College, 1962-

TERRENCE L. MORRONE (MASTER SERGEANT), Instructor in Military Science — B.A., Campbell College; Campbell College, 1973-

EDITH C. MULKEY, Associate Professor of Business Education — B.A., Piedmont College; M.A., George Peabody College; Graduate Student, Bowling Green Business University; Campbell College, 1962-

ELIJAH L. NELSON, Associate Professor of Natural Sciences — B.S., East Carolina University; M.A., ibid.; Graduate Student, University of Colorado; Campbell College, 1956-

LAWRENCE R. NICHOLSON, Assistant Professor of Psychology — B.S., Wofford College; M.S., North Carolina State University at Raleigh; Graduate Student, ibid.; Campbell College, 1968-

DWIGHT LAMAR NORWOOD, Assistant Professor of Mathematics — B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell College, 1973-

CHARLES R. ODOM (CAPTAIN), Assistant Professor of Military Science — B.B.A., Campbell College; M.B.A., Florence State University; Campbell College, 1974-

ALEXANDER M. OKIMOTO (CAPTAIN), Assistant Professor of Military Science — B.S., University of Hawaii; M.S., University of Arkansas; Campbell College, 1973-

TIMOTHY G. O'ROURKE, Instructor in Government — B.A., University of Pittsburgh; M.A., Duke University; Graduate Student, ibid.; Campbell College, 1974-

MARCELINE L. PARKER, Assistant Professor of Education — B.A., East Carolina University; M.A., ibid.; Campbell College, 1962-

SANDRA PEABODY, Assistant Professor of Health and Physical Education — B.S., University of New Hampshire; M.Ed., University of North Carolina at Greensboro; Campbell College, 1970-

J. WINSTON PEARCE, Writer-in-Residence — A.A., Campbell College; B.A., Wake Forest University; B.D., University of Chicago; D.D., Wake Forest University; Graduate Student, University of Edinburgh, Yale Divinity School; Campbell College, 1971-

ROBERT L. PERKINS, Associate Professor of Geology — B.S., West Virginia University; M.S., ibid.; Ph.D., ibid.; Campbell College, 1965-

MAX R. PETERSON, JR., Associate Professor of Chemistry — B.S., Campbell College; Ph.D., North Carolina State University at Raleigh; Campbell College, 1970-

DONALD E. PHELPS, Associate Professor of Modern Languages — B.S., Wake Forest University; Graduate Student, East Carolina University; M.A., University of North Carolina at Chapel Hill; Campbell College, 1957-

WILLIAM ROY PHELPS, Assistant Professor of Spanish — B.S., East Carolina University; M.A., ibid.; Graduate Study, Appalachian State Teachers College, University of Arizona, University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell College, 1968-

JACK DUWAINE PINKERTON, Instructor in Riding — Campbell College, 1975-

ROBERT NEIL PIPER, Assistant Professor of Music — B.S., University of Illinois; M.S., ibid.; Ed.D., ibid.; Campbell College, 1968-

ELMER L. PURYEAR, Barden Professor of Government — A.A., Campbell College; B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell College, 1971-

WILLIAM CRAIG RABB, JR., Instructor in Art — B.A., University of Mississippi; M.A.E., University of Georgia; Graduate Student, Ohio State University, University of Georgia; Campbell College, 1975-

DOUGLAS E. REINHARDT, Instructor in Sociology — A.B., Wake Forest University; M.A., ibid.; Graduate Student, University of North Carolina at Chapel Hill; Campbell College, 1972-

DANNY LEE ROBERTS, Assistant Professor of Health and Physical Education — B.S., Pfeiffer College; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1963-

IRIS GRAY SCARBOROUGH, Associate Professor of Music — A.B., Meredith College; M.A., George Peabody College; Campbell College, 1969-

ALLEN E. SCHILPP, Visiting Professor of Trust Education — A.B., Haverford College; LL.B., University of Maryland; Senior Vice-President, Booke and Company; Campbell College, 1974-

BARBARA SCHLAGETER, Part-time Instructor in Music — B.M., New England Conservatory of Music; M.M., ibid.; Campbell College, 1975-

MITCHEL W. SELLERS (MAJOR), Assistant Professor of Military Science — B.S., North Carolina State College; M.B.A., College of William and Mary; Campbell College, 1972-

WHARTON G. SEPARK, III, Part-time Instructor in Art — B.S., Campbell College; Campbell College, 1975-

MARY BATES SHERWOOD, Assistant Professor of Social Studies — B.A., University of North Carolina at Chapel Hill; M.Ed., ibid.; Graduate Student, ibid., Duke University, North Carolina State College at Raleigh; Campbell College, 1967-

ELLEN SIKES, Assistant Professor of Business Education — B.A., Limestone College; Graduate Student, Appalachian State University, Lenoir Rhyne College; M.S., University of North Carolina at Greensboro; Campbell College, 1966-

MARGARET R. SIMMONS, Assistant Professor of Music — B.A., Meredith College; M.M., Florida State University; (on leave of absence 1974-); Campbell College, 1967-

JAMES DUDLEY SISTRUNK, Professor of Library Science — B.A., Baylor University; B.D., Southwestern Baptist Theological Seminary; M.Div., ibid.; B.S. in Library Science, North Texas State University; Graduate Student, University of North Carolina at Chapel Hill, Baylor University; Campbell College, 1964-

RODNAL H. SKAGGS, Assistant Professor of Speech and Drama — B.A., Glenville State College; M.A., University of North Carolina at Chapel Hill; Campbell College, 1966-

ROBERT F. SOOTS, JR., Associate Professor of Biology — B.S., North Carolina State University at Raleigh; M.S., ibid.; Ph.D., ibid.; (on leave of absence 1971-1972); Campbell College, 1965-

SHELBY STEPENSON, Assistant Professor of English — B.A., University of North Carolina at Chapel Hill; M.A., University of Pittsburgh; Ph.D., University of Wisconsin at Madison; Campbell College, 1974-

DOROTHEA L. STEWART, Associate Professor of English — B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell College, 1960-

W. C. STONE, Associate Professor of Music — B.M., Eastman School of Music, University of Rochester; M.M., ibid.; Graduate Student, Northwestern University; Campbell College, 1961-

WILLIAM C. STRANGE, Visiting Professor of Trust Education — LL.B., George Washington University School of Law; LL.M., M.P.L., ibid.; B.C.S., Benjamin Franklin School of Accountancy; Member of North Carolina State Bar; admitted to practice before United States Supreme Court; Campbell College, January, 1971-

VERNON O. STUMPF, Professor of History — A.A., Los Angeles Junior College; B.A., (Cum Laude), University of Southern California; M.A., ibid.; Ph.D., Duke University; Campbell College, 1966-

WILLARD S. SWIERS, Professor of Education — B.E., Moorhead State College; Graduate Student, University of Minnesota; M.A., University of North Carolina at Chapel Hill; D.Ed., ibid.; Campbell College, 1967-

GARY A. TAYLOR, Assistant Professor of Psychology — B.A., Oklahoma Baptist University; M.S., Oklahoma University; Graduate Student, North Carolina State University at Raleigh; Campbell College, 1968-

JERRY DUNCAN TAYLOR, Associate Professor of Mathematics — B.A., Arkansas State Teachers College; M.S., University of Arkansas; Ph.D., Florida State University; (on leave of absence Fall Semester 1963, 1966-1969); Campbell College, 1961-

GLENN R. THATCHER (SERGEANT MAJOR), Instructor in Military Science and Physical Education — Campbell College, 1975-

WAYNE W. THOMAS, Assistant Professor of Mathematics — B.S., North Carolina State University at Raleigh; M.S., ibid.; Campbell College, 1959-1964, 1966-

JANIS KEEN TODD, Assistant Professor of Mathematics — B.S., East Carolina University; M.A.Ed., ibid.; Campbell College, 1966-

LEONORE DOROMAL TUCK, Associate Professor of Home Economics — B.S.E., Radford College; M.S., University of Tennessee; Graduate Student, Cornell University, Virginia Polytechnic Institute; M.P.H., University of North Carolina at Chapel Hill; (on leave of absence 1966-1967); Campbell College, 1955-

WILLIAM P. TUCK, Assistant Professor of History — B.A., Duke University; M.A., ibid.; (on leave of absence 1964-1968); Graduate Student, University of North Carolina at Chapel Hill; Campbell College, 1958-

RUFUS BENTON TURNER, Professor of Education — B.S., North Carolina State University at Raleigh; M.A., ibid.; Graduate Student, East Carolina University; Ed.D., Duke University; Campbell College, 1966-

STEPHEN S. VAN DER PLOEG, Part-time Instructor in Economics — B.A., Cleveland State University; M.A., Duke University; Graduate Student, ibid.; Campbell College, 1973-

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V. ORVAL WATTS, Burrows T. Lundy Professor of the Philosophy of Business — B.A., University of Manitoba; M.A., Harvard University; Ph.D., ibid.; Campbell College, January 1975-

ERNEST A. WHITE, Instructor in Health and Physical Education — B.S., Appalachian State University; M.A., ibid.; Campbell College, 1972-

SAMUEL FLOYD WHITE, Instructor in Health and Physical Education — B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Campbell College, 1975-

DOROTHY COLEMAN RAMOS WHITLEY, Assistant Professor of English — A.A., Campbell College; B.A., (with honors), University of North Carolina at Chapel Hill; M.A., ibid.; (on leave of absence 1969-1970); Campbell College, 1962-

PETER A. WISH, Assistant Professor of Science Education — B.S., Campbell College; M.S., North Carolina State University at Raleigh; (on leave of absence 1971-73); Campbell College, 1969-

MARSHALL WOODALL, Part-time Instructor in Law — B.S., University of North Carolina at Chapel Hill; LL.B., ibid.; Campbell College, 1966-

ANNA J. WOOTEN, Part-time Assistant Professor of English — B.A., University of North Carolina at Greensboro; M.A., Hollins College; M.F.A., University of North Carolina at Greensboro; Campbell College, 1975-

CHARLES G. YARBROUGH, Associate Professor of Biology — B.S., Wake Forest University; M.A., ibid.; Ph.D., University of Florida; Campbell College, 1966-67, 1970-

PAUL M. YODER, Professor of Music — B.A., Goshen College; M.Mus., University of Wichita; Ph.D., Florida State University; Campbell College, 1961-

DEPARTMENT CHAIRMEN

Biology	Dr. Robert Franklin Soots, Jr.
Business	(Acting) Thomas H. Folwell
Chemistry	Dr. James M. Jung
Education	Dr. Willard S. Swiers
English	Dr. Shelby Stephenson
Foreign Language	Dr. Cronje B. Earp
Geology	Dr. C. Edward Howard
Government	Dr. Elmer L. Puryear
Home Economics	Mrs. Leonore D. Tuck
Mathematics	Mr. Harold C. Bain
Military Science	LTC Rodger W. Boyle
Music, Art and Drama	Dr. Paul M. Yoder
Physical Education and Health	Dr. Harry E. Larche
Physics	Dr. Louis S. Hovis
Religion and Philosophy	Dr. Jerry M. Wallace
Social Science	Dr. W. Conard Gass

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Second Vice-President	Mrs. Marietta G. Watson, '51 Sanford, N. C.
Secretary	Mrs. M. B. Matthews, Jr., '65 Buies Creek, N. C.

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Mrs. Melba L. Williams, '71	Durham, N. C.

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1906	S. F. Teague		Florrie S. Stewart	1937	Louise Pender
1910	Rev. V. E. Duncan	1923	Rev. George Hocutt	1939	Annie Lou Chandler
1912	Dr. D. R. Perry	1925	Tyree T. Thomas	1940	Hargrove B. Davis
1913	Frank S. Masten (Deceased)	1927	Duma I. Bledsoe	1931	Dr. Elmer L. Puryear
1914	W. W. Green (Deceased)	1928	Rev. G. D. Danner	1942	Rebecca Maness
1915	Marjorie Spence	1929	Marie M. Butts	1943	John T. Johnson
1916	Irene Money	1931	Berles C. Johnson	1944	Doug Hall
1918	Fred R. Keith, Sr.	1932	Dr. J. Winston Pearce	1945	B. Edward Wilson
1919	Elmer L. Hedgpeth	1933	Helen Henley	1946	Catherine C. King
1920	Gladys S. Satterwhite	1934	Frances Byrd Johnson		Dorothea L. Stewart
1921	T. D. O'Quinn	1935	Clara Lloyd Langston	1947	Frances L. Lloyd
1922	Martha L. Winston	1936	Wiliam B. McIver	1948	J. C. Hawley

FACULTY EMERITI

J. DELMER ASHWORTH, B.A., B.J., M.A.
English, 1962-1971

MURIEL MARTIN BAGBY, B.A., M.A.
Latin, 1952-1971

EDWARD DUVALL, B.A., LL.B., M.A.T.
Mathematics, 1963-1971

NANCY ELIASON, B.A., M.A.
Botany, 1959-1971

W. S. HORTON, B.S., M.A.
Education, 1969-1975

CHARLES BARRETT HOWARD, B.A., D.D.
Bible, 1938-1959

BESSIE CAMPBELL LYNCH, B.M.
Music, 1916-1928, 1934-1965

MABEL POWELL, B.A., M.A.
English, 1924-1967

INEZ G. SADLER, B.A.
Business, 1955-1967; Director of Placement, 1964-1970

MYRTLE FULLER TILLMAN, A.B., B.M.T.
Art, 1953-1958, 1962-1967

AMANDA MARTIN TURLINGTON, B.A., M.S.
Home Economics, 1936-1952

FRANK E. WEYER, B.A., M.A., Ph.D.
Education, 1961-1971

1949	Archie Brigman	1963	Carroll H. Leggett	1968	Ron Perry
	William E. Julian		Howard Crutchfield		John T. Capps
1950	Mary P. Cole		Nixon P. Smith	1969	Terry Wilder
1951	Jack Mattox		Nancy A. Young		Linda C. Temple
1952	Iris E. King	1964	Robert L. Winston	1970	Richard Burnett
1953	Jennie Byrd		Bill Templeton		Sara C. Patterson
1954	Frances M. Roberson		Steve Noble		Douglas Carter
1955	Danny Roberts	1965	Bobby Etheridge		Tazewell Eure
1956	James R. Cole		E. Paul Garrison, Jr.	1971	Charlie Robertson
1958	James B. Cates		Brantley M. Dewar, Jr.		Steve Foster
1959	Sylvia G. Stewart	1966	Pete Wish	1972	John Collingwood
1960	Jackie Stephenson		E. Bruce Beasley, III	1973	Betsy W. McRae
1961	William A. Bethune	1967	Alice Faye Meares		
1962	Dr. Ernest M. Walker		Bill Kimbrough		

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1975-76

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Secretary	Mrs. M. B. Matthews, Jr., '65 Buies Creek, N. C.

Representatives At Large

Terms Expiring October, 1976

Doug Fleming, '68	Atlantic Beach, N. C.
Dr. B. P. Marshbanks, '42	Lillington, N. C.
Jim Turner, '65	Greensboro, N. C.
Mrs. Marietta G. Watson, '51	Sanford, N. C.
Dr. Ernest M. Walker, '62	Charleston, S. C.
Nixon Smith, '63	Fayetteville, N. C.
Dave Bult, '65	Mullins, S. C.
Richard Gays, '66	Frederick, Md.

Terms Expiring October, 1977

Archie Brigman, '49	Falcon, N. C.
Mrs. Dorothy H. McDaniel, '53	Alameda, Cal.
Eddie Fisher, '68	Vincentown, N. J.
Mrs. Ann Neville Price, '66	Forest, Va.
Mrs. Judy Johnson, '66	Richmond, Va.
Mrs. Melba L. Williams, '71	Durham, N. C.
Howard Crutchfield, '63	Raleigh, N. C.

Terms Expiring October, 1978

Jackie Stephenson, '60 ..... Southport, N. C.
David Corn, '69 ..... Rocky Mount, N. C.
Helen Carr Bigham, '46 ..... Charlotte, N. C.
Frances Matthews Roberson, '54 ..... Fayetteville, N. C.
Ernest Stanley Owen, '58 ..... Fayetteville, N. C.
W. C. Norris, '33 ..... Greensboro, N. C.
W. E. Julian, 49 ..... Fayetteville, N. C.
Annie N. Thompson, '73 ..... Reidsville, N. C.

LOCAL CHAPTER PRESIDENTS

Alamance ..... Mrs. Suzanne Raiford, '63
Charleston ..... Dr. E. M. Walker, '62
Cumberland ..... Ford Buffaloe, '71
Durham-Orange ..... Jim Jackson, '67
Forsyth ..... Mrs. Carlton T. Mitchell, '41
Granville ..... Bob Barnes, '70
Greensboro ..... Larry Coble, '69
High Point-Lexington ..... Mrs. Sarah E. Vick, '73
Lee County ..... Charles Ruffin, '71
Mecklenburg-Gaston ..... Jill Kinney, '69
Nash-Edgecombe ..... Steve Noble, '64
Pee Dee ..... David Elliott, '70
Philadelphia-New Jersey ..... John Cassidy, '70
Pitt County ..... Rev. Horace Thompson, '40
Raleigh ..... Garrett Ludlum, '69
Richmond ..... Al Lynch, '69
Robeson ..... McNeil Chestnut, '70
Southeastern ..... Bill Hobbs, '63
Tidewater ..... Oscar Baxter, '72
Virginia-Peninsula ..... Reggie Tucker, '69
Wayne County ..... Lewis Outlaw, Jr., '45

6. HISTORICAL INFORMATION

COMMENCEMENT 1973

PROGRAM
EIGHTY-SIXTH ANNUAL COMMENCEMENT

SUNDAY, MAY 13

10:30 A.M. ..... Sermon
Dr. Randall Lolley
Winston-Salem, North Carolina

MONDAY, MAY 14

10:30 A.M. ..... Literary Address
Dr. Olin T. Binkley
Wake Forest, North Carolina

Awarding of Degrees and Delivery
of Diplomas ..... President Norman A. Wiggins

HONORARY DEGREES

Mr. H. Spurgeon Boyce ..... Doctor of Humane Letters
Lieutenant General John H. Hay ..... Doctor of Laws
Coach John Wooden ..... Doctor of Humanities
Doctor Budd E. Smith ..... Doctor of Science
Doctor Olin T. Binkley ..... Doctor of Humanities

COMMENCEMENT HONORS AND PRIZES

Valedictorian ..... Janet Ryals Parker
Salutatorian ..... Betty Ann Starling
J. P. Gardner Social Sciences ..... Mary Jane Bouldin
English Honors ..... Annie Ruth Newell

DEGREES AWARDED, MAY 14, 1973

Bachelor of Arts

Douglas Sanford Blunk
Winslow Carter
Kaye Hefner Casey
Thomas Cecil Cochran
Sidney Alton Collins
Murray Dalton Craft
Anthony Lawrence Evans
Barbara Glenn Francis
Connie Lee Gilbert, *Cum Laude*
Dorsey Robert Gillis
John Henry Hatch
Gene Edward Hobbs
Annie Louise Jernigan
Marie Karres
Barbara Jane Kinton
Robert Merchant Leith
Jill Paulette McAlister
Patricia Ann McKeithan
Andrew Bert Moon, Sr.
James Wesley Moore
Annie Ruth Newell, *Cum Laude*
William Hancel Pace, Jr.
Norman LeRand Page
Janet Ryals Parker, *Summa Cum Laude*
Linda Jean Porter, *Cum Laude*
Roy Walter Rohrbaugh
Donald H. Schueman
Preston Smith
Harlan E. Sorensen
Brenda Atkinson Stall
Glenn Jennings Starling
Nancy Nelson Stigelman
Laura Marie Stutts, *Magna Cum Laude*
Susan Sinclair Uzzell, *Magna Cum Laude*
Eddie Ray Williams
Sarah Elizabeth Williams

Bachelor of Science

Bonnie Gail Andrews
Cherrie Joy Averitt
Wanda Faye Baker
Russell Gene Barker
Mary Lynne Barlow, *Magna Cum Laude*
Michael R. Basista
Edward Bernard Battle, III
Doris Ann Bell
Rayvon Best
Gordon Lowry Blow
Rebecca Allyson Bonds
Frank Kenfield Bosworth
Mary Jane Bouldin, *Magna Cum Laude*
Diane Hewett Bowman
Kris Barnes Boykin
Donald Elmer Brewer
Paul Hudson Brinkley
Martha J. Britton
Andrew Wayne Broadie
Mary Ruth Howland Broadwell
Judy Catherine Brock
Helen Janette Brown
Trudy Elizabeth Brown
Dan H. Bryant
Wilma Jane Buffaloe, *Cum Laude*
Brenda Faye Bullock
Laura Sjodahl Burnside
Michael W. Cameron
Kathleen Marie Campana
Jerry Charles Carter
Connie Marie Casey
Eugenia Ann Casey
Sarah Ann Causey
Ellis Gene Cayton
Joy Hobbs Chaffin
JoAnn Marie Chambers
Jeannette Elizabeth Cherry, *Cum Laude*
Alice Joanne Cofer
Arthur Lewis Conner, III

Betty Ann Cox
Jack Martin Crawford
William Wilbur Cunningham, III
Lynda Gail Daniel
Charles Robert Davis
Anna Bunyard Diehl
Carol Lee Dobie
Brenda Eubank Dodson
John Wallace Duncan
Phyllis Hall Edwards
Stuart McDonald Ennis
Davis Anthony Fallin
David Vaughan Fansler
Danny Edison Faulkner
James Stephen Fields
Jo Anne Finefrock
Garey Hunter Fleming, III
Mary Cates Fox
Harold B. Franklin
Ernest Lanier Freeman, Jr.
John August Julius Friedrich, Jr.
James Dwight Gay
Kurt Darden Getsinger
Melinda Susan Godwin, *Cum Laude*
Phyllis Anne Goodman
Charles Edward Gregory
Charles Harry Grindle
Cynthia Ann Grizzard
Frances Larsen Guy
Betty Jo Hamill
Donna Marie Hamilton
Wayne Lee Hamilton
Arthur Scott Hammond
John Manley Hannold
James Harrison Harmon
Margie Elizabeth Hathaway, *Cum Laude*
Michael Heinrich Herbstreith
Bernest Anson Herring, Jr.
Jane Mills Hicks
Deborah Wilkerson Holt
Gail Day Holt
Donald Patrick Hooks
Burgess Ann Horne
Patricia Anne Howland
Clair Leon Hudspeth
Jamie Sue Hughes, *Cum Laude*
Donnicia Rogers Humphrey
Mary Susan Hunt
Gary Jackson
Carolyn Suggs Johnson
Cherry Johnson
Robert Lamarr Johnson, Jr.
Ronald William Keane
Richard Dana Kelly
Sandra Ellen King
Joseph Peter Kingrey
Cecile Irene Langley
Margaret Ann Schuyler Lankenau
David Keith Lawson
Thomas Michael Lea
Nita Rose Lee
Ann Elizabeth Lester
Budi Hermanto Lianggono
Jon Parcell Lowry
Danny Rogers Lyliston
Patrick H. Lynch, III
Faye Holden Mackenzie
Robert Paul Mackenzie
Kay Leslie Marcus
Patrick Eugene Martin
Ronald Eugene Mattox, *Cum Laude*
Willie David Maull
Lenetta McBride
Lewis Grundy McCall, Jr., *Magna Cum Laude*
Bryan H. McChesney, Jr.
John William McDaniel
Beverly Smith McDonald
Ralph Eugene McElderry
Betsy W. McRae, *Magna Cum Laude*
Kathy Gayle Messer
Gene Emerson Montgomery, Jr.
Dennis Alexander Moody
Kathy Jean Moore, *Cum Laude*
Charles Edward Morris
Jon Byron Morris
Melissa Fay Needles
Robert Hannibal Neel, Jr.
Mary Elizabeth Nery
Bryce Lee Newman
Rufus Jasper Nye
Jean Cox Ormsby
George Edward Palmer, Jr.
Shirley Lyles Pardue, *Magna Cum Laude*
Willard Samuel Perry, Jr.
Barry Lewis Phillips
Sue West Pierce
Freda Catherine Pittman
Minnie Lois McAlister Poole
Mary Jo Pope
Brenda Jean Pridgen
Karen Effie Proctor
Lee Quinn
Nicholas Rawluk, Jr.
Willard Morgan Rhodes, Jr.
Allan E. Riggin, Jr.
Philip Lewis Robare, *Cum Laude*
Eldred Vincent Rountree, Jr.
Joseph William Rush, Jr.
Woodrow Bryan Sandlin, Jr.
Deborah Ann Sawyer, *Magna Cum Laude*
Thomas D. Shermer
Charles Van Sikes, Jr., *Magna Cum Laude*
John Ray Simmerson, Jr.
Arthur Campbell Slater
Ernst F. Smitka
Allison Russell Stager, III
Betty Ann Starling, *Magna Cum Laude*
Cynthia Lee Starnes
Judy Warren Stewart, *Magna Cum Laude*
Pamela Sue Stokes
Diannia Woolard Street, *Cum Laude*
Paul Jackson Strickler
Timothy Truman Stroupe
Beverly Ann Sullivan
Jamye Karen Tart, *Cum Laude*
Rupert Ethan Tatum, Jr.
Max E. Taylor
Maylon Bruten Taylor, II
Ronnie Allen Taylor
Gail Arlene TerBush
Daniel Jefferson Thomas
Theresa Jane Vail
Phyllis Anne Warren
Cathy Amelia Weeks
James A. West, Jr.
Carl Benson White, III
Keith Allan Wickham
Wiliam Kenneth Williams
Beverly Nan Williamson
David Claiborne Wilson
Robert Conley Windsor
Chit Wisuthseriwong
Edward H. Woods, II
Linda Sue Wooten
Hubert Tucker Worthington, Jr.

Bachelor of Business Administration

Wiley Franklin Aiken
Charles Hopkins Albritton, III
Robert McManus Andrews, Jr.
Perry Edward Atkinson
Charles Franklin Ayscue
Alexander Stronach Badger, Jr.
James Waylon Barefoot
Danny Maurice Best
Charles Wesley Bird
Stephen Harper Blankenship
Robert Carnes Browning
Thomas Randall Byrd
Larry Bernard Camras
William D. Carson
Edward Kennedy Carter, Jr.
Joseph Edward Carter
Garey Ray Cooke, *Cum Laude*
William Thomas Cooper
Judson H. Croom, Jr., *Magna Cum Laude*
Paul W. Dalton
Keith Wheatley Dickerson
Simon Clark Ecklund
James T. Ellington, III
William Clyde Ennis, Jr.
Barry J. Fitzgibbons
Robert Jimmy Foster, *Cum Laude*
Patrick Michael Frawley
Richard S. Fuller
Thomas W. Fuller
John Hartwell Garrett
Joseph Troy Geddie
Douglas Patrick Godwin
James Hall Graham, II
William Milton Hancock, Jr.
John Davis Henderson
George Waldemar Holanek
Edward Scott Huffman
G. Christian Jennings, Jr.
Nathan Manly Johnson, III
James Henry Jones
Richard Alan Kavanaugh
Stuart Bruce Keller
Harold Lewis Keyser
Steven H. Lane
Craig Alan Larson
Henry Evans Litchford
Steven Lyerly Lusk
Michael Stuart McLamb, *Magna Cum Laude*
Henry Fullan Mohan
John Robert Moore
Harry Pettis Norvell
William Alexander Poe
Orace Milton Pollard
William Earle Pridgen
Wayne Stanley Rice
Robert L. Robinson
Drexel Holman Rogers, Jr.
William Marion Rollings, Jr.
John A. Seymour, Jr.
John Lawrence Shepherd
Bobby Joe Singletary
Darrell Franklin Smith
Edgar T. Smith, Jr.
Robert Clayton Smith
Thomas Howard Spangler
Carl Spears, Jr.
Wilson Bryant Stackhouse
Roland Robert Stall, III
Edward A. Starecheski
Merlin E. Steffe
Frank G. Stump, III
Lynn Carey Tew
Joe Mitchel Thomas
Norwood William Thornton, Jr.
Larry Kramers Todd
Louis Eric Vaeth
Robert Bryan Wells
Tommy Howard West
James E. Wilde
John Timothy Williams, III
Thomas Duke Williams
Jesse Lynwood Wooten, Jr.
James Baker Wynne
David Craig Youngblood

Bachelor of Music Education

Walter Watson Dixon
James Evan Goodyear, Jr.
Michael Jeffery Hopkins
Paula Marie Welch

Associate in Arts

Virginia Carolyn Holmes Barbour
Deborah Jane Brandt
Francis Marion Eddings, Jr.
Beverly Ann Jones
Hedy Arnette Milligan
Sharon Arlene Powell
Elizabeth King Sherman

SUMMER SCHOOL

Degrees Awarded, August 10, 1973

Bachelor of Arts

Thomas I. Broadhurst
Donald Clement, III
Alana C. Ducker
Kenneth H. Hain
Jerry Wayne Marshall
A. Gerald McKay
Thomas Sherwood Morrison
Herbert McRae Nesmith
Ralph A. Phillips, III
Henry Royal Robertson
Gerald Edward Salmon
Danny Sherman Smith, *Cum Laude*
Ayn Frances Strattner
Charles H. Tyndall
Anthony Martin Woodall

Bachelor of Science

Curtis T. Anderson
David Leonard Aurilio
Colon Linwood Benson
Doyle Edward Booth
Robert George Brackenhoff
Beverly Butler Brady
Larry Edward Bray
George Donald Cahoon
Hiram J. Casebolt, Jr.
Daniel Bernard Caton
David Preston Chance
Thomas Rich Cleek
Roger Ray Compton
Charles Sherman Currin
Martha Daniel Currin
William Penn Davis, Jr.
Morris Wayne Dickinson
Larry A. Dwyer
Donald Ray Ennis
Gregory David Faber

Lawrence Duane Gabe
Carolyn Smith Glass, *Cum Laude*
Joan Richardson Godwin
Craig Reynolds Griffin
Bradford Wilker Haithcock, Jr.
Sandra Kay Hall
Randall Lawrence Hamilton, Jr.
Margaret Helen Harris
Donald Harold Holland
La Vee Williams Holt
Frank Samuel James, III
Arthur Harr Johnson
Robert Dwight Jones
Ann Ross Joyner
Dana Thomas Leebrick
Neil Arvid Lehto
Alan Gene Mauney
Raymond F. McConnell
June Gail Melson
William Ward Miller
James Hampton Morris
Charles Angus Parker
Gale Ennis Penny
R. A. Pool, III
James Allen Rion
Neurall Carnell Robinson
Robert D. Roe
Harriet Leah Rosser, *Cum Laude*
Rona Higdon Schriber
William Robert Schriber
Linda P. Sermons
Sondra Lovett Shelley
David Lee Shifflett
William Patrick Stewart
Bobby James Tuggle
Stephen Bennett Veasey, II
William Darwin Whitmill
Everett D. Williams, Jr.
Robert Wallace Williams, Jr.
Hollis Rose Wilson

Bachelor of Business Administration

Kenneth Brogden Bailey, Jr.
Spencer Dean Brady
James Preston Carter, II
William Carl Coats, Jr.
Edward Alonzo Coulter
John Carl DeLamater
Merritt W. Foster, III
Willard Ray Garrett
Richard Charles Hagwood
Charles Russell Hicks, Jr.
William John Hudson, IV
George Wilson Hunter, Jr.
Donald Eugene Jackson
Charles William Judge
Jackie Howard Keele
Jacob Kessel
Jeb Dixon Koury
Richard Edward Laritz
Michael Roger Mann
Dennis James McCusker
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Robert Meissner
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Robert Franklin Mishoe, Jr.
Charles Lynn Odom
Michael A. Petrus, Jr.
Donald Louis Pettit
Thelton Luther Price
George Warren Rogers
Wesley Duval Sanderson
Wessley Sterling Scott, Jr.
William Dixon Self
Gordon Raymond Smith
Jimmie Lee Stewart
William Urquhart Stymiest, III
Stephen Jacob Swain
John P. Szyperski, Jr.
Diane Schell Thomas
Richard M. Thomas, Jr.
George William Urian
Thomas Marshall Wagor
Andrew Carter Wickham
Larry Joseph Zeedyk

Associate in Arts

James Cleveland Collins
Samuel Lee Hall
Carolyn Gail Reitman

Degrees Awarded, December 21, 1973

Bachelor of Arts

Dennis Alen Clark
Turner J. Hite
Harmon Douglas Hodge
Sharon LaRue Hudson, *Magna Cum Laude*
Harry R. Kahn, *Cum Laude*
Marqueritte J. Lawrence
Madie Marsh McDougald, *Cum Laude*
Phillip Earl Parrish
Jon Andrew Phipps
Ronald Dale Pierce
Margaret Lois Potts
Charles Brent Tharrington

Bachelor of Science

Linda Ruth Alexander
James H. Anderson
Cheryl Ann Appel
Yvonne Barone, *Magna Cum Laude*
Louise Ange Black
Rebecca Coghill Blaylock
George Brown Campbell, III
David Spurgeon Canady, Jr.
Constance McIva Carver
Frances Smith Cashwell, *Summa Cum Laude*
Rufus R. Crocker
Betty Julian Davis
Nellie Waters Davis, *Cum Laude*
Lee Thomas Dear
Vicky Carol DeJarnette
Carolyn Wilder Dickens, *Cum Laude*
Gary Lee Dickson
Marvella Davis Dorman
James W. Dotson
David Van Kleeck Dunham
Paul Alexander Eggie
Norman Ray Faour
Cecil L. Fisher
Robert Greeson.Fitzgerald, III
Myra Burgess Flowe
Signe Chalcroft Gravatt
David Lee Grayson
Rosemary Green
Kathryn Routh Grigg
Laura Vonroe Guy, *Cum Laude*
Alberta Emily Hoff Hall
Deborah Tart Hamilton
Marsha Lynn Haywood
Charlotte Knight Hemphill
Patrick Wooldridge
Lynne Booth Holland

Sylvia Jane Holland
Timothy Jarman Howell
Elmer Franklin Hughes
Michael Dennis Hunt
Betty Jo Johnson
Wanda Sue Smith Johnson, *Summa Cum Laude*
Martha Jane Jones
Wilma Kay Jones
Elaine Spencer Jordon
James Conrad Kelly
Cherry Kay Killian
John H. Manthey
Tonia Della Mason
Elizabeth Green McFayden
Anita M. McGhee
Frank Darrell McKinley
August Leger Meyland, III
Terrence Lee Morrone
Steven Arthur Mozian
Mary Myers Muhlig
Judith Susanne Myers
Eric James Nelson
William Martin Noftsinger, Jr.
Terry Lynn Norris
Gerald D. Olsen
Patricia Gaye Paschal
Heather Lynn Pine, *Summa Cum Laude*
Robert Pringle
Edward Dean Rice, *Cum Laude*
John Wayne Riley
Deborah Jean Rogers, *Cum Laude*
Lynn Rowland
John Earl Sanders
George Schramm
Betty Jo Matthews Smith, *Magna Cum Laude*
Richard Wayne Snyder
Quewanncoii Casanova Stephens
Alan Roberts Stevens
Dorothy Sawyer Stewart
Polly Norris Stewart
John Hubert Strickland
Sandra Duran Strickland
Freddie Kent Styron
Chayuth Suwanamas
David Edward Taylor
Fred White Upton
Henry Douglas Walker
Kenneth Clay Walker
Julia Ellen Warren
Linda Jean Thompson Warren
Roy Hilburn Warren
Jerry Daniel Webster, II
Judy Rosser Wellons
Paula Kaye Wells
Charles E. Whittle
Nancy Armstrong Wight
Peter Walker Wight
Nancy Silvers Williams
Charles Kenneth Wilsey
Nancy Lee Worsley
Anthony E. Wyatt
James Benjamin Yarborough

Bachelor of Business Administration

Burl David Aaron
Sidney Howard Abramovitz
Wesley D. Adams
Gordon Ray Baker
Wesley H. Barnes
Rand Bernhard
Karl Bain Black
Robert Owen Blackman
Joseph Melvin Bochy
Dewey Ricky Butler
Warren D. Calkin
James Deppe Callahan
Robert Richard Catena
Li-Mei Peggy Chiou
James Lemuel Clow
Charles David Cook
Herbert Henry Council, Jr.
Thomas Allen Dean
Perry Thomas Drose
Earnest Edward Easom
George Lewis Emerick
William M. Fowlkes, III
Frances Ingred Galunic
Vonzo Levern Graham
Lucille Greer
Steven Clyde Gregory
Freddie H. Guyton
Feliciáno Guzman, *Cum Laude*
Henry Lawson Hall
Colin Malcolm Hargrove
William Holt Harrington, Jr.
Kenneth Ray Harris
Wade Emerson Heilman
William Edward Hershey, Jr.
Jerry Wayne Hill
Ronald Wayne Huggins
George Michael Hughes
Raymond Fisher Kreiner
Leo E. Laroche
Carl Mannerheim Larsen
Patrick Brooks McGinnis
William B. Middleton
Richard Stanley Myers
Thomas Wayne Penley
Charles O. Plummer
Lloyd Keith Powers
Sara Olsen Rion
Robert Wayne Rose
Howard Lee Scarborough
David Wayne Schuster
Albert Colonel Smith, Jr.
Ronald E. Snyder
Thomas C. Starling
John Carmichael Stuart
Charles Edgar Tanner
Robert Carlton Teel, Jr.
Elmer Hugh Thursby
William Franklin Tingen
Edward Clemmie Trent
William Dodd Waller, *Magna Cum Laude*
John Wilbur Watkins
James Thomas West, *Magna Cum Laude*
James D. Wilson

Bachelor of Music Education

Patricia Sue Franklin, *Magna Cum Laude*
Timothy Frank Moose
Mona Rogers Pickett

Associate in Arts

Donna Lynn Avery
Joan Anita McMahan
Billie Vickie Williams

COMMENCEMENT 1974

PROGRAM

EIGHTY-SEVENTH ANNUAL COMMENCEMENT

SUNDAY, MAY 19

10:30 A.M. ..... Sermon

The Reverend Thomas L. Cashwell, Jr.
Hayes Barton Baptist Church
Raleigh, North Carolina

MONDAY, MAY 20

10:30 A.M. ..... Literary Address

Dr. Landrum Rymer Bolling
Executive Vice President, Lilly Endowment
Indianapolis, Indiana

Awarding of Degrees and Delivery
of Diplomas ..... President Norman A. Wiggins

HONORARY DEGREES

Dr. Landrum Rymer Bolling ..... Doctor of Humane Letters
Dr. Thomas Leary Cashwell, Jr. ..... Doctor of Divinity
Mr. Edwin Maurice Gill ..... Doctor of Humanities
Mr. Charley Wiley Phillips ..... Doctor of Laws

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Dr. Charles Barrett Howard
Tony Derrell Wilson

Commencement Honors and Prizes

Valedictorian ..... Patricia Barbour Atkinson
Salutatorian ..... Sharon Elizabeth Byrd
American Bible Society Award ..... Tony Derrell Wilson
J. P. Gardner Social Science Award ..... Ronnie Wayne Faulkner

DEGREES AWARDED, MAY 20, 1974

Bachelor of Arts

Patricia Barbour Atkinson, *Summa Cum Laude*
Karen Sue Bailey
Kathryn Anne Batchelor
Richard Hugh Black
Barbara Anne Bradsher
Earl H. Butler, Jr.
Sharon Elizabeth Byrd, *Summa Cum Laude*
Eleanor Jean Canaday, *Cum Laude*
Kaye Letbetter Catoe
Steven Charles Chancey
Lyle Thomas Chandler, Jr.
Piya Chudasring
Robert Livingston Collins
Melvin Roy Daniels
Ossie Richard Daniels
Peggy Massengill Dixon, *Cum Laude*
Kim Meriatt Duggins
Susan Diane Edwards
Judith Ann Furman, *Cum Laude*
Ryland Michael Harris
Albert L. Haskins, III
Suzanne Lewis Hinson
Clarence Carroll Hundley, Jr
Mary Roberts Iler, *Cum Laude*
Victor Gary Irby
Olivia Dianne Johnson
John Jacob Lair, Jr.
Clyde Emory Lane, Jr.
Steven C. Law
Benny J. Leonard
Beth Iola Markham, *Magna Cum Laude*
Dorothy Gordon McGirt
Ralph Daniel Merritt
John Samuel Pond, Jr.
Ronald David Prevost
Paul William Quarterman
Edward Preston Rawls
Stephen Melvin Smith
Cathey Anne Taylor
Tony Derrell Wilson
Joseph A. Winston

Bachelor of Science

Randolph Dashiell Abbitt
Adegbola Adeleke
Scott Barefoot
James Ross Barker
James Hubert Bartley, Jr.
Beverly Ball Barts, *Cum Laude*
Donna Lynn Bass, *Cum Laude*
Alton Ray Baysden
Charles L. Beegle
Debra Joan Bennett
Andrew Eric Bond, *Magna Cum Laude*
Christy Holden Boyette
Gene Calvin Boyette
Coy Edward Branch
James Norment Britt, III
Auburn Gerald Broadie
Alice Faye Brock, *Magna Cum Laude*
Wiley Truett Brooks, Jr.
Deborah Ann Brown
Howard Curtis Burrell
Linda Carol Bush, *Cum Laude*
Barry Joe Butts
Phillip Warren Byrd
Lynette Crumpler Caison
Carol Lynn Carraway
Elizabeth Cox Cashwell
Carolyn Smith Cates, *Cum Laude*
Elton Theron Caviness, *Magna Cum Laude*

Teresa J. Chapman
Ina Deems Clark
Linda G. Tutor Clifton
Thomas Michael Cordell
Barbara Elaine Cox
James Henry Currin
John A. Damoth
Glynda Inez Daniel, *Magna Cum Laude*
Linda Ruth De Hoog
Judy Hefner DeLamater
Kenneth Allen Deutsch, *Summa Cum Laude*
Donald Graham Dickens
Martha Thomas Dillon
Walter Michael Distel
Elton Grey Dixon, Jr.
Linda Mae Curtis Dixon
Joyce Lynne Dowdle
Robert Michael Dudley
Ronnie Wayne Faulkner, *Summa Cum Laude*
Luke Boney Ferguson
Susan Gail Ferguson
Patti Coston Foxworth
James Braxton Freeman
William Fuller, Jr.
Daniel Edward Gaither, Jr.
Willard R. Garner, Jr.
Glenda Kay Gilmore
Michael Crooke Glover
Charles Eugene Goodwin
Allana Sue Gover
Nancy Nelson Gray
Thomas Ragland Griffin
Lawrence Edward Groth
Sara Louise Hackney
Marshall D. Hall, *Cum Laude*
Kenneth Wayne Hammond
Edward Albert Hancuff
David Stewart Hansen
Crystal Janet Harding
Anna Wood Harris, *Cum Laude*
George E. Harris
Ira Von Harris
Susan McLamb Hayes, *Magna Cum Laude*
Sandra Tart Heath
Esther Helen Helmbold
Theodore Mark Hepler
Harold H. Hess, II
Arthur William Heyman, *Summa Cum Laude*
Robert H. Hilker
Claude H. Hinton, Jr.
Nancy Jean Hofstetter
Kenneth Henry Holmes
Claude Dwight Horne
Donald Joe Horvath
Peggy Barnes Hubbard
Russell Lee Huffman, *Cum Laude*
Homer Hungerford
Buford Dwight Hunt
Katherine Steele Hunt
Linda Dale Hunter
Gary Stephen Huvard
James Leonard Johnson
Richard Sherrill Johnson
William Edgar Johnson
Brenda Elaine Jones
Donald David Jones
Dorothy Moore Keen
Karen Ruth Kern
Richard Henry Kidd
Marilyn Joy King, *Cum Laude*
Dennis Lee Kirby
Patricia Chase Knisely
Garry W. Knowlton
Charles L. Krause
Vicki Lynn Lamb
Suzanne Walker Landen
Brenda Murray Langdon
Annie Ruth Joyner Langston, *Cum Laude*
Janie La Rue Lee
Thomas Lira, Jr.
Harold Wesly Lloyd, Jr.
Debra Kathryn Lowry
Margot Stacey Mabb
Gary Wayne Mann
Nancy Lynne Mathews
Don Elias McCauley
Charles Nathaniel McCorkle, Sr.
Janie Juanita McCray
Grace Elizabeth McDougald
Gary Franklin Meares
James Richard Merritt
Scott John Messinger
Robert B. Metcalfe, Jr.
Michael Richard Meyer
Debra Miller
Harriet Joan Rackley Mitchell
Patricia Grace Morgan
Gaylon J. Nettles
Merilyn Anne Newcomb
Bobbie B. Noe, *Cum Laude*
Joyce Honeycutt Norton
Bernard F. O'Connell, *Cum Laude*
Deborah Celeste Parker
Joseph Ronnie Parrish
Jennie Ann Patterson, *Cum Laude*
Daniel Craig Phelps, *Cum Laude*
Dennis Ray Pierce
Jack Anthony Pierce
Richard Leon Pittman
Vicki Pittman
Gloria Jeanette Stewart Pleasant
Grace Beasley Puckett, *Magna Cum Laude*
Wutichai Punwutikorn
Sarah Frances Raynor, *Cum Laude*
Joyce Ella Reeves
Charles Hugh Riddle, Jr.
Harry Franklin Robinson, *Cum Laude*
Shirley Fisher Robinson
Barbara Sue Ryals
Denise Ann Santore
Cynthia Thomas Schumann, *Cum Laude*
Carol Sheets, *Cum Laude*
Tommy F. Shook
Sue Carol Singletary
Charles Jennings Small
William Alton Stalls
Kathleen Armstrong Stedman
Wayne Delano Steffen
Donnie Sue Stewart
Neil Stewart, Jr.
Robert John Stickles
Alice Ann Strickland
Beverly Ann Howard Strickland
Jean Stroud
Carl F. Sundstrom
Donna Marlene Sykes, *Summa Cum Laude*
Enety Mugadza Takundwa
Iris McPhail Tart, *Magna Cum Laude*
Charles Sidney Tate, III
Thomas Jerry Taylor
Angela Marie Thomas
Walter Keith Thompson

Charles J. Trayser
Stephen Grimsley Trent
Wellbird R. Turner, III
Ted Wayne Tysinger
Robert Lee Underhill
Mary Rhyne Von Canon
James David Wall
Evelyn P. Walls
Donna Marie Ward
Bryan Taylor Weaver
William B. Webster
Daniel Chase Welch
Carlene West
Kathy Barbour Westbrook, *Summa Cum Laude*
Alice Kay Whaley
Richard Walker White
William Richardson Whitehead
Jennifer Johnson Wiggins
Richie Eulalia Williams
Caroline Lever Wilson
Janet Lynn Wilson
Betty Lynn Yates

Bachelor of Business Administration

Hubert Earl Adams, Jr.
Charles Brent Allen
John A. Arnott, Jr.
Michael Allen Bailey
Farrell Ray Beck
James Wade Blackwell, Jr.
James Ellis Bohannon, II
Robert Marshall Boutwell
Douglas McKinley Branch, Jr.
Joseph Crosland Breeden, Jr.
Wayne Douglass Bristow
W. Newell Brooks, Jr.
John Joseph Brown
James P. Burgio
Donald A. Carter, *Cum Laude*
Curtis Ray Clark
Elvis Corbin
Glenn Burton Cox, Jr.
Richard A. Crompton
Frankie Davis, Jr.
Earl Lewis Dennis
Philip Clay Devon
James Stephen Dew
Eulas Everette Earl
Richard Barry Emerson
Ronald Victor Fann
Phillip Michael Floyd
Thomas Cunningham Fountaine
Berry Franklin Godwin
Charles Preston Godwin, Jr.
Timothy Mark Grady
Donald Bruce Hardy
Larry Brooks Harris
Welton R. Hatcher
Larry Francis Hodges
Edwin Baxter Holland
Michael Kyer Houseman
Arlan Alexandria Hudson
Glenn Talmadge Infinger, *Cum Laude*
Jeffery Lee Jackson, Jr.
Deborah Kay Johnson
Henry Harold Johnson, Jr.
Charles Arthur Jolley, III
George H. Kuchen, Jr.
Donald L. Leffew
David Owen Massengill
Gerald Wooten Matthews
David Edwin McClintock
James Vance McGinnis
Carl Richard Miller
Robert Cline Miller
Paul Christian Morgensen, *Cum Laude*
Arthur Stevenson Moore
Jerry Andrew Morris
Glenn Earl Musser, Jr.
Felix Negron, Jr.
Gene Page
James Wayne Parsons
Conrad B. Peacock
Dan M. Perry
Milford Craig Quinn
Mary LaRue Roberts
Jerry Ray Rosenberg
Morad M. Shayegan
Sergei Siletzky
Gary Ronald Smith
William Robert Southerland
Jimmy Bryan Stanford
John Cecil Stephens, Jr.
Donald Ray Stevens, Jr.
Bobby Jean Thomas
Harold James Thomas, Jr.
John David Thomasson
Jerry Cleveland Thompson
Wake Lee Warthen, *Magna Cum Laude*
Donal John Wickham
John Graham Wickham
Charles Franklin Wilder
Roger L. Williams
Thomas David Williams
David Edward Yarbrough

Bachelor of Music Education

Ronald Lee Byrd
Laurence McNeil Casey
Beverly Jean Johnson
Angela F. Nakamura
John Robert Page
Ethel Rose Reeves, *Summa Cum Laude*
Preston Ray Wells

Bachelor of Special Studies

Alan Leroy Soper

Associate in Arts

Vickie Joette Broadie
Nancy Lou Council
Vikki K. Faircloth
Anne Hostettler
Eileen Lynette Obert
Deborah Ann Stone

SUMMER SCHOOL

Degrees Awarded, August 9, 1974

Bachelor of Arts

John Leslie Coltrane
Michael Cummings
Joyce Marie Greene, *Cum Laude*
James Thomas Jorgensen
Joseph Richard Kerwin
Harriet Armecia Midgett
Frank Joseph Orians
Simone B. Vernon
Robert Carl Warren
Joseph Braxton Wynns

Bachelor of Science

Joy Lynn Aiken
James W. Alford
Patricia Ann Atkinson
Valentino Bagnani, Jr.
Lillie Mae Bailey
Barbara Dean Baker
Edward Bartlett Baker
Joseph Wayne Baker
Mary Jane Baker
Barbara Matthews Barbour
Beverly Ann Belch
James David Black
Lena McNeill Bobbitt, *Cum Laude*
George Logan Cole, Jr.
Randy Michael Cotten
Jesse Vann Crawford
Hilda Cameron Currin
Ronald Dean Davis
Betsy Welch Dean
Bruce Sadler Edwards
Joy Clayton Fleming
Robert Clark Forbes
Curtis Preston Gordon
Rhonda Lynn Graham
Kenneth Wayne Hagood
Helen Geneva Hales
Linda Phipps Hart
Betty Jean Hayes
Edward J. Herring, Jr.
William Howerton, Jr.
Billy J. Johnson
Christopher Page Johnson
Terry Gates Jones
Phillip Wayne Lee
Chul Hong Lim
Mary Lynn Lynch
William Jeremiah McGraw, Jr.
Linda Loretha Wright McLean
Magdalene Stephens McLean
Arelina Norris McLeod
Nina M. McNeill
Betty J. McRae
Connie Gray Messer
Dexter D. Miracle
Willie Wilson Mitchell
Judy Owen Neel
Kan-Anek Pachimsawat
Carolyn Surles Page
Osburne Barry Parker
Edward Franklin Pettway, III
Robert Jay Phillips
Jonathan Reid Pierce
Vivian Evans Pierce
Bruce Morris Price
Retha Jernigan Randolph
Gaynelle Cameron Rosser
Joyce Mangum Rosser
Percy Harward Sears, Jr.
David Joseph Silva
Mary Elizabeth Simmons
Linda Grady Smith
Kathy Kelly Spivey
Kathryn Bryant Stargel
Edith Beth Stephenson, *Magna Cum Laude*
Jane McNeill Sullivan
George Edgar Tatum
Stephen Albert Thornton
Deborah Lee Trogdon
Brenda Kay Turner
Leroy Turner
Juan-Manuel Valera
John Alexander Webb, III
Jeffrey Whitworth
Susan Kay Williams
Michael Kevin Wilson
Randy Donald Wright
Sarah Lewis Wright

Bachelor of Business Administration

Jon Bowman
India Sue Brittle
Sammy L. Burns
Harry Gene Byrd
Zeb Steven Byrd
Malcolm E. Clark, III
Thomas Duane Dieffenbach
Howard William Edmiston, Jr.
Lee Carner Garber
Eberhard Gaspar
Diarous Lee Griffin
Owen L. Grove
Erland Noel Hecker
Daniel J. Hopler
Herbert Tillman Hutson
Kenneth Grant Jones
Rachel Williams Jones
Steven D. Kuehl
William Powell Leach
William Wiley Leonard
Robert Wyche Lewis
Hobert McPeeks
Dale Roger Morris
Raymond G. Myers
Derward Copeland Parker, *Magna Cum Laude*
Stephen White Prince
Edward E. Pruett
Albert Stephen Richards, III, *Magna Cum Laude*
Darley St. Clair Scott
Leander Vernon Shore
Marvin Thomas Smith
James Faulhaber Snow
Steve Cooper Timberlake
Warren Ernest Tobin
Fred Jefferson Tucker, Jr.
Bahre Whitfield Willis

Bachelor of Music Education

Jesse Ray Waugh

Associate in Arts

Paula Marie Oakley

Degrees Awarded, December 20, 1974

Bachelor of Arts

Winston W. Cockburn, *Magna Cum Laude*
Harry Steven Harding
Wand Bagbey Harris
Elizabeth Wakefield Lawson, *Cum Laude*
Ruth Marie McLemore
Tommye Stancil Morrison
Michael Vance Thompson, *Cum Laude*
Aaron Lee West, Jr.

Bachelor of Science

Stuart Wesley Adams
Lawrence Edward Adkins
Hermann Adler
Prince Ayodele Ajiboye, *Summa Cum Laude*
Mary Lucille Austin
Gloria Mae Baker
Jerald Lynn Blackburn
John Alvin Blanton

Barbara Jane Bradicich
Linda Nell Briley
Donna Jo Britt, *Magna Cum Laude*
Lloyd Allen Britt, Jr.
Harvey Ray Brooks, Jr.
Gregory Bruhn
Joan Lee Byrd
Robert Wallace Byrd
Pamela Sue Callahan
Hubert Karl Clark, Jr.
Laura Chorley Cox
Peder Charles Cox
Cynthia Anderson Creech
Era Pritchard Daughtry
Bonnie Kimel Davis
Jennifer Elaine Dixon, *Magna Cum Laude*
Robert Edgar Dixon
Timothy E. Dougherty
Leslie James Easley
Melba Elizabeth Edge
Elizabeth Dianne Ennis
Deborah Anne Faircloth
James Steve Faircloth
Joan Elaine Fallon
Cathy McPhail Fann, *Cum Laude*
Melrose Flowers, *Cum Laude*
Sudie Lynn Riddle Foushee
Bruce Fielden Fraley
John Robert Gebhardt
Clarisse Wilson Giddens, *Cum Laude*
Paula Williford Gillentine, *Cum Laude*
Stephen Ray Godwin
Marsha Rae Hall
Sylvia Harris Halloway
James Edward Harden
Linda Gail Harrell, *Summa Cum Laude*
Ellis Butler Hartley
Darrell Thomas Henderson
Thomas Floyd Hicks
Richard M. Hrinda
Rex Allen Humphrey
Arnold Franklin Hutcheson
Gail Maria Hutchins
Frances Roschell Johnson
Walter Earl Jones, Jr.
Carl Michael Jordan, Jr.
Linda Jean Kearns
Mary Susan Keller
Clarence Millard Kirk, Jr.
Teddy F. Lamb
Deborah Jo Lee, *Summa Cum Laude*
Denise Lindsay, *Magna Cum Laude*
George Lee Mason
Debbie Ann Massengill
Elizabeth Neese McCormick
Wilma Johnson McGregory
Terry Mitchell McPhail
Glenn Thomas Melton
Cynthia Ann Mendenhall
Cathy Belinda Munn, *Cum Laude*
Margaret Elaine Ragland Murchison
Sandra Fredericka Nettles
Mahlon Rhodes Parker, Jr.
Adolph Perthuis, Jr.
David T. Phillips, *Cum Laude*
Mary Catherine Pientka
Sharon Johnson Pond
Patricia Louise Porter
William Walker Radebaugh, III, *Cum Laude*
Janet Dail Rawls, *Magna Cum Laude*
Philip H. Richie, *Cum Laude*
Alda M. Riles
Thomas F. Roe
Clifton Wayne Royal
David Anthony Sammons
Ronald Wayne Schnoor, *Summa Cum Laude*
Grace Maydell Sills
Gordon Earl Sinclair, III
Jerry Mark Slaughter
William Brown Sloan
Brenda Leigh Smith
Yvonne Stephenson
Grace Lucille Stoen
David Allen Strickland
Janet Ann Taylor, *Cum Laude*
Patricia Tart Thornton, *Cum Laude*
Mel Lloyd Trafford
Elizabeth Grimes Trexler
Vickie Newman Turlington
Donna Carol Van Benthuysen
Alista Cozetta Watkins
Deborah Glasgow Watson
Deborah Lynn Way
Alfreda Weathers
Susan Rebecca Westbrook
Anne Elizabeth Whittle
Robert Levy Wicker, Jr.
Mary Bishop Wilson, *Cum Laude*
Michael Dane Winstead

Bachelor of Business Administration

William Shoji Abe
Thomas H. Baker
James Wesley Baldwin
Frankie E. Baxley
James Leland Brazell
Bruce Edward Carr
Earl Mitchell Cheek
Sam Jones Crawley, III
Tommy Edward Dollinger
Gerry Eugene Dozier
William Powell Duff, III
Kenneth Michael Dunn
Hughie Michael Ennis
Douglas Neal Etheridge
James Merle Fichtner
Charles Eddy Fitzgerald
Peter Joseph Grasser
Jerome Gunn
Alton William Hardison, Jr.
Richard Elsworth Harrison
J. Mark Helms
Gerry Croach Littlepage
George Byron Maultsby
Cheryl Hamilton McCarthy
Roy Neal Moore, Jr.
Carolyn Hinkle Munn
Robert Roger O'Connell, *Cum Laude*
Michael Andrew O'Dell
Henry Thomas Outler, *Cum Laude*
Alan Christopher Preston
Blair Henley Purvis
Lawrence Harrell Rice
William F. Robinson
Joel Warrick Rose
Louis Gordon Sinclair, Jr.
Walter Brandon Sizemore
Steven Lee Stewart
Annette Swain
William James Thomas, Jr.
George Andrew Thurza, Jr.
Wayne Edward Tyner
Jimmie Charles Vanderpool
John Paul Wanchock, Jr.
Henry Thomas Warren, Jr.
Oliver Gray Wheeler, III
Frederick Hines Whitty, III

Bachelor of Music Education

Bradley Johnson Jones
Frances Anne Rogers, *Summa Cum Laude*

Bachelor of Special Studies

Clarence Paul Kerr
John Francis Sheehan

Associate in Arts

Susan Rebecca Tripp

REGISTER OF STUDENTS

1973-74 Fall Enrollment

	Men	*Women*	*Total*
Senior	383	192	575
Junior	282	188	470
Sophomore	266	192	458
Freshmen	312	190	502
Unclassified	3	2	5
	1246	764	2010
Part-Time	36	20	56
Total	1282	784	2066

Summer School 1973

	Men	*Women*	*Total*
Senior	251	74	325
Junior	103	62	165
Sophomore	50	44	94
Freshmen	30	26	56
Unclassified	4	1	5
Total	438	207	645
Second Six Weeks Not Previously Listed	33	21	54

REGISTER OF STUDENTS

1973 Fall Enrollment By Counties

Alamance — 13
Anson — 3
Beaufort — 3
Bertie — 4
Bladen — 28
Brunswick — 2
Buncombe — 1
Cabarrus — 4
Camden — 1
Carteret — 13
Chatham — 17
Chowan — 3
Columbus — 22
Craven — 8
Cumberland — 203
Currituck — 1
Dare — 3
Davidson — 9
Davie — 2
Duplin — 19
Durham — 40
Edgecomb — 2
Forsyth — 17
Franklin — 4
Gaston — 5
Gates — 6
Granville — 16
Greene — 3
Guilford — 32
Halifax — 25
Harnett — 310
Haywood — 1
Henderson — 1
Hertford — 3
Hyde — 1
Iredell — 2
Johnston — 104
Jones — 2
Lee — 64
Lenoir — 18
Lincoln — 1
Martin — 5
Mecklenburg — 23
Montgomery — 2
Moore — 22
Nash — 30
New Hanover — 15
Northampton — 4
Onslow — 11
Orange — 10
Pamlico — 4
Pasquotank — 8
Pender — 3
Perquimans — 3
Person — 6
Pitt — 11
Randolph — 7
Richmond — 15
Robeson — 31
Rockingham — 4
Rowan — 3
Rutherford — 2
Sampson — 74
Scotland — 3
Stanly — 8
Stokes — 2
Surry — 2
Vance — 12
Wake — 177
Warren — 3
Washington — 2
Wayne — 37
Wilkes — 3
Wilson — 9
Yadkin — 4
TOTAL — 1571

1973 Fall Enrollment by States and Countries

Alabama — 4
Arizona — 2

Arkansas — 1
California — 8
Colombia — 1
Colorada — 1
Connecticut — 6
Delaware — 9
District of Columbia — 3
Ecuador — 1
Florida — 18
Georgia — 11
Idaho — 1
Illinois — 3
India — 1
Indiana — 3
Iowa — 1
Iran — 12
Italy — 1
Jamaica — 2
Japan — 1
Kansas — 1
Kentucky — 3
Korea — 1
Louisiana — 1
Maryland — 24
Massachusetts — 6
Michigan — 4
Minnesota — 1
Mississippi — 6
Missouri — 1
Nebraska — 1
New Hampshire — 1
New Jersey — 29
New York — 17
Nigeria — 1
Ohio — 4
Oklahoma — 1
Oregon — 2
Pennsylvania — 31
Rhode Island — 1
South Africa — 1
South Carolina — 42
Taiwan — 1
Tennessee — 5
Texas — 5
Thailand — 9
Venezuela — 3
Virginia — 182
West Virginia — 5
Wisconsin — 3
Territories — 3
TOTAL — 485

REGISTER OF STUDENTS

1974-75 Fall Enrollment

	Men	*Women*	*Total*
Senior	320	180	500
Junior	234	150	384
Sophomore	224	152	376
Freshmen	275	237	512
Unclassified	2	3	5
	1055	722	1777
Part-Time	21	22	43
Total	1076	744	1820

Summer School 1974

	Men	*Women*	*Total*
Senior	206	105	311
Junior	68	59	127
Sophomore	40	36	76
Freshmen	76	82	158
Unclassified	1	2	3
Total	391	284	675
Second Six Weeks Not Previously Listed	26	24	50

REGISTER OF STUDENTS

1974 Fall Enrollment By Counties

Alamance — 12
Anson — 3
Beaufort — 3
Bertie — 7
Bladen — 26
Brunswick — 2
Buncombe — 3
Cabarrus — 4
Caldwell — 1
Carteret — 11
Catawba — 2
Chatham — 11
Chowan — 1
Cleveland — 1
Columbus — 18
Craven — 11
Cumberland — 204
Currituck — 1
Dare — 4
Davidson — 7
Davie — 3
Duplin — 12
Durham — 29
Edgecomb — 2
Forsyth — 19
Franklin — 6
Gaston — 7
Gates — 6
Granville — 12
Greene — 5
Guilford — 29
Halifax — 19
Harnett — 323
Haywood — 2
Henderson — 1
Hertford — 5
Hyde — 1
Iredell — 1
Johnston — 105
Jones — 4
Lee — 58
Lenoir — 12
Lincoln — 2
Martin — 3
Mecklenburg — 15

Montgomery — 3
Moore — 18
Nash — 23
New Hanover — 15
Northampton — 5
Onslow — 17
Orange — 16
Pamlico — 1
Pasquotank — 7
Pender — 3
Perquimans — 1
Person — 6
Pitt — 4
Randolph — 8
Richmond — 11
Robeson — 26
Rockingham — 9
Rowan — 6
Sampson — 67
Scotland — 2
Stanly — 7
Stokes — 2
Surry — 3
Union — 1
Vance — 8
Wake — 165
Warren — 1
Wayne — 28
Wilkes — 4
Wilson — 7
Yadkin — 3
TOTAL — 1490

1974 Fall Enrollment by States and Countries

Alabama — 1
Arizona — 1
California — 2
Chile — 2
Connecticut — 2
Delaware — 8
District of Columbia — 3
Florida — 15
Georgia — 5
Hawaii — 1
Illinois — 2
India — 1
Indiana — 2
Iran — 15
Jamaica — 1
Japan — 2
Jordan — 4
Louisiana — 1
Maine — 1
Maryland — 25
Massachusetts — 4
Michigan — 1
New Hampshire — 1
New Jersey — 29
New York — 15
Nigeria — 1
Ohio — 4
Pakistan — 1
Pennsylvania — 17
Peru — 1
Puerto Rico — 1
South Carolina — 28
Taiwan — 1
Tennessee — 3
Thailand — 5
Venezuela — 2
Virginia — 122
TOTAL — 330

Summary of Bachelor's Degrees Awarded

	Men	*Women*	*Total*	*Cumulative Total*
May 31, 1963	92	43	135	135
August 23, 1963	29	12	41	176
January 31, 1964	33	5	38	214
May 29, 1964	110	50	160	374
August 27, 1964	56	20	76	450
February 5, 1965	45	15	60	510
June 4, 1965	125	69	194	705
August 27, 1965	55	29	84	788
February 4, 1966	44	31	75	863
June 3, 1966	145	78	223	1,086
August 26, 1966	68	18	86	1,172
February 3, 1967	50	36	86	1,258
June 2, 1967	118	71	189	1,447
August 25, 1967	57	31	88	1,535
February 2, 1968	58	46	104	1,639
May 31, 1968	161	97	258	1,897
August 23, 1968	86	33	119	2,016
January 31, 1969	72	61	133	2,149
May 30, 1969	186	118	304	2,453
August 29, 1969	77	32	109	2,562
February 6, 1970	72	59	131	2,691
June 5, 1970	211	118	329	3,022
August 21, 1970	105	38	143	3,165
January 22, 1971	76	41	117	3,282
May 31, 1971	197	126	323	3,605
August 13, 1971	89	36	125	3,730
December 19, 1971	108	41	149	3,879
May 15, 1972	205	108	313	4,192
August 11, 1972	95	37	132	4,324
December 20, 1972	116	41	157	4,481
May 14, 1973	203	105	308	4,789
August 10, 1973	100	18	118	4,907
December 21, 1973	118	58	176	5,083
May 20, 1974	211	111	322	5,405
August 9, 1974	80	44	124	5,529
December 20, 1974	99	66	165	5,694

ACADEMIC CALENDAR

SUMMER SCHOOL 1975

June 9	Registration First Term 8:30 A.M.
June 10	Classes Begin
July 4	Holiday
July 11	Final Examinations First Term
July 14	Registration Second Term 8:30 A.M.
July 15	Classes Begin
August 13	Final Examinations Second Term
August 14	Grades Due 12:00 Noon
August 15	Graduation 10:30 A.M.

FALL 1975

August 25	Orientation and Registration
August 26, 27	Registration
August 28	Classes begin 8:00 A.M.
September 5	Last day for late registration and last day to add a course
September 19	Last day for removing incomplete
September 26	Last day to drop course without grade
October 16	Recording of mid-term grades 12:00 Noon
October 17	No classes scheduled
November 26	Thanksgiving Holidays begin 12:00 Noon
December 1	Classes resume 8:00 A.M.
December 11	Reading Day
December 12	Examinations begin
December 18	Grades due 8:30 A.M.
December 19	Graduation 10:30 A.M.

SPRING 1976

January 6, 7	Registration
January 8	Classes begin 8:00 A.M.
January 16	Last day for registration and last day to add a course
February 4	Last day to remove incomplete
February 6	Last day to drop course without grade
February 27	Mid-term grades due — Start of Spring vacation 5:00 P.M.
March 8	Classes resume 8:00 A.M.
April 19	Holiday
April 29	Reading Day
April 30	Examinations begin
May 7	Final Grades due 12:00 Noon
May 9	Commencement Sermon 10:30 A.M.
May 10	Graduation 10:30 A.M.

SUMMER SCHOOL 1976

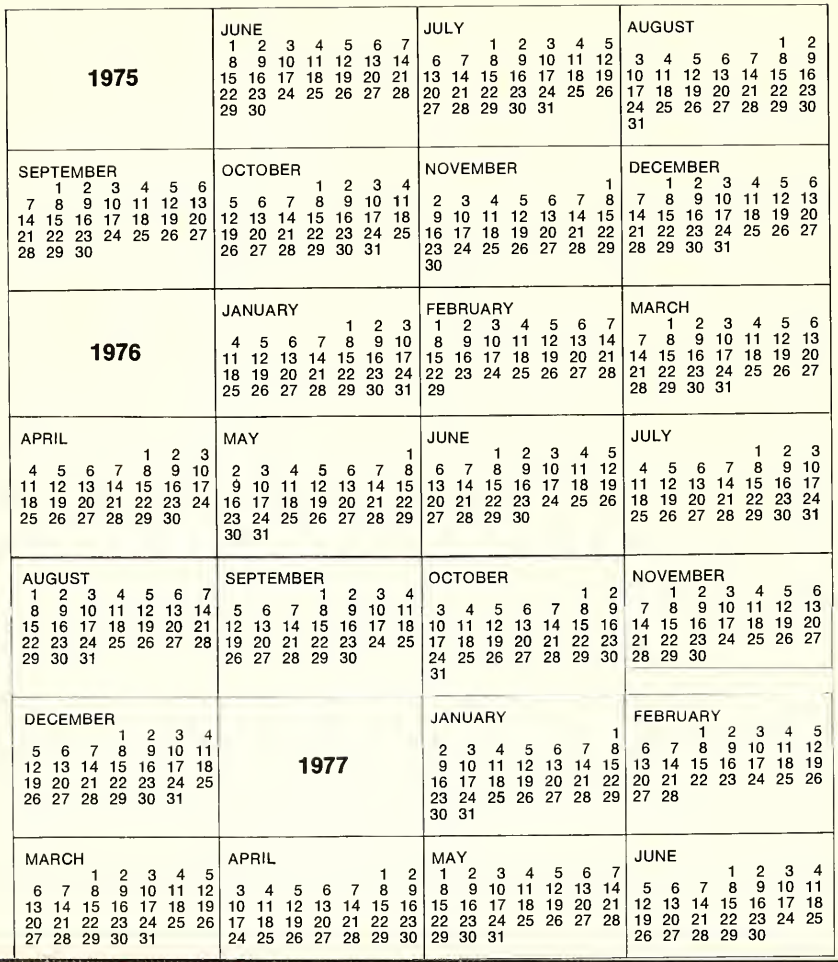
May 24	Registration First Term 8:30 A.M.
May 25	Classes Begin
June 25	Final Examinations First Term
June 28	Registration Second Term 8:30 A.M.
June 29	Classes Begin
July 28	Final Examinations Second Term
July 29	Grades Due 12:00 Noon
July 30	Graduation 10:30 A.M.

FALL 1976

August 23	Orientation and Registration
August 24, 25	Registration
August 26	Classes Begin 8:00 A.M.
September 3	Last day for late registration and last day to add a course
September 17	Last day for removing an incomplete
September 24	Last day to drop a course without a penalty
October 14	Mid-Term Grades Due 12:00 Noon
October 15	No Classes scheduled
November 24	Thanksgiving Holiday begins 12:00 Noon
November 29	Classes resume 8:00 A.M.
December 9	Reading Day
December 10	Examinations begin
December 16	Grades due 8:30 A.M.
December 17	Graduation 10:30 A.M.

SPRING 1977

January 4, 5	Registration
January 6	Classes begin
January 14	Last day for registration and last day to add a course
February 2	Last day to remove an incomplete
February 4	Last day to drop a course without a grade
February 25	Mid-term grades due 12:00 Noon — Start Spring Vacation 5:00 P.M.
March 7	Classes resume 8:00 A.M.
April 11	Holiday
April 28	Reading Day
April 29	Examinations begin
May 6	Final Grades due 12:00 Noon
May 8	Commencement Sermon 10:30 A.M.
May 9	Graduation 10:30 A.M.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CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell College, Buies Creek, N. C. 27506:

Academic Affairs; Academic Dean
Advancement; Director of Advancement
Admissions; Director of Admissions
Alumni; Director of Alumni
Athletics; Director of Athletics
Business information; Business Manager
Dormitory Assignments; Dean of Students
Employment of Seniors; Director of Guidance and Career Counseling
Financial Assistance; Director of Financial Aid
Married Housing; Director of Married Housing
Public Relations; Director of Public Relations
Religious Activities; Director of Religious Activities
Scholarships; Director of Financial Aid
Student Employment; Director of Financial Aid
Summer Camps; Dean of Students
Transcripts and Records; Registrar
Veterans Affairs; Director of Veterans Affairs

TELEPHONE

The Campbell College Exchange may be reached by calling Area Code 919 893-4111.

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CAMPBELL COLLEGE BULLETIN

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BULLETIN

1977-79

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Volume LXVI No. 4

Campbell College reaffirms its standing policy of non-discrimination, in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, or national origin.

2

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WELCOME TO CAMPBELL

Our catalogue has been prepared to extend to you a cordial welcome to Campbell College. We want to show you the classrooms and laboratories, the beautiful campus, the up-to-date physical facilities, and introduce you to members of the faculty, members of the student body, and friends who support the work of Campbell College. We hope that this will give you some idea of what it would be like to live and study at Campbell College, one of the finest colleges in the country.

If you are trying to select a school, you have many criteria for the college you wish to attend.

You want a quality education. In our catalogue you are told about the programs of study, the faculty and administration, and the library resources which prove that Campbell can give you a first-rate education.

You want a pleasant, social, and cultural environment. Campbell is a medium sized, co-educational, church related college located in the eastern part of North Carolina. Campbell students represent a cross section of North Carolinians with a substantial number of young men and women from other states and countries. The climate in Buies Creek is mild; and this allows outdoor sports to be played most of the year on campus.

You want a school which is exciting. The new programs of study which have been developed here at Campbell, the new facilities which have recently been constructed, and the emphasis placed on intramural and collegiate athletics all combine to make Campbell College an exciting place.

You want a school where you will be recognized as an individual. Campbell College is a friendly school. The classes are small. The teacher-pupil ratio is one to twenty. Here you are a very important person, known by your fellow students, your teachers, and by the administrators of the school.

As you look at Campbell College, through the study of our catalogue, check it against your list of requirements which you have for the school you would like to attend. If Campbell College seems to be the school for you, we would like to hear from you, and we invite you to make a personal visit to our campus.

1. INTRODUCING CAMPBELL

CAMPBELL'S PURPOSE

Ad astra per aspera

Implicit in this old Latin motto; "To the stars through difficulties;" adopted during the dark days of Reconstruction in the Old South, are beliefs, aims and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior colleges is illustrative of what perseverance can accomplish in scaling the heights. It is a matter of common knowledge that Campbell College has always unapologetically affirmed her faith in an omnipotent, omniscient and benevolent Creator revealed in Jesus Christ who with singularity of purpose ever guides man's destiny; in the potentialities of man when properly related to his Creator; in the competence of liberal arts education to free men to live more abundantly in a democratic society.

Based on the conviction that in Christian Education is to be found "the unifying principle of the total experience," Campbell's purpose as an educational institution has ever been:

1. To inspire youth with vistas of a better life through study, recreation, social relations, guidance and worship.

2. To discover and transmit within the context of the Christian perspective (in relation to a liberal arts education) truth about man, his origin and nature, and his ever-expanding environment.

3. To equip the student as a more efficient participant in the world's work through incorporation of certain vocational, pre-professional and professional courses of study, chosen upon the basis of student needs and institutional adequacy. Such courses, at present available, include the following:

a. Two-year curriculum in secretarial science and bookkeeping.

b. Professional Four-Year Curricula:

   (1) elementary and secondary education

   (2) sacred music

   (3) religious education for church educational directors

   (4) business administration

   (5) medical technology

   (6) police science

   (7) trust management

c. Four-year pre-professional curricula, leading toward law, medicine, dentistry, and the Christian ministry.

d. Graduate programs in law, education, and business.

ACCREDITATION

Campbell College is accredited by the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universitites.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell College holds membership in the North Carolina Foundation of Church-Related Colleges, the North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

FACULTY

One of the chief assets of Campbell College is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their

educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time the faculty has fifty individuals who hold the doctorate degree and ten individuals have completed all of their work except the dissertation.

Campbell College is committed to the task of selecting and maintaining a group of highly qualified teachers who are committed to learning in general, to the special knowledge of their subject area, and to the process of instructing undergraduate students.

ACADEMIC CALENDAR

Campbell College operates on a semester calendar with the fall semester beginning the last week in August and ending just prior to the Christmas Holidays. The spring semester begins in January and ends in May. During the summer months two five-week sessions are offered in the summer term.

Students may graduate in May, December, or July.

CONTROL AND AUTHORITY

Campbell College is chartered by the State of North Carolina and is owned and operated by the Baptist State Convention of North Carolina.

ACADEMIC BUILDINGS

Kivett Building (1903). Completion of this massive structure named for Z. T. Kivett, the builder, required nearly three years (May 23, 1901, to November 2, 1903).

It was used by the local elementary school until 1948, when it was converted into a science hall and was thus used until the fall of 1962. From 1962 the Kivett Building housed the college bookstore, several classrooms and faculty offices.

Renovation was begun in 1976 to provide facilities for the Campbell College School of Law.

William Pearson Hall (1915). This building bears the name of the man who in 1887 made the first canvass for funds to establish this institution. Until his death on May 25, 1915, he became permanently identified with the school as father-in-law of the founder and active supporter by word and purse.

Pearson Hall was constructed with money borrowed from Harnett County and repaid by the principal by teaching the public school for this district. It was first used by the elementary department of the school; later converted in 1926 into a music hall; used from 1934 until 1962 as a men's dormitory; at present used as classrooms and as faculty offices.

D. Rich Memorial Building (1926). This fire-resistant structure of tapestry-faced brick and Indiana limestone was constructed with the portion of the D. Rich bequest, approximately $160,000, available at Mr. Rich's death. The building, 160 feet long and 120 feet wide, contains classrooms, lecture halls, teachers' offices, and an auditorium to seat 1080.

Fred N. Day Cottage (1936). In 1925 the Rev. Fred N. Day, having purchased a seven-room residence and about two adjacent acres, gave them to Buies Creek Academy as a home for married students. When Campbell installed home economics in 1936, the building was renovated to provide space for practical training on the cottage plan. With the removal of the home economics department to the new Science Building in 1962, the cottage is now used for art instruction.

Music Center (1947). The music department had up to the 1963-64 session been housed in two temporary buildings, 20 x 48 feet each, erected in 1947. In the summers of 1963 and 1964, two additional frame structures were built to provide for the expanded music program being offered. The college is committed to

providing at the earliest possible date more adequate quarters for this growing department.

Carter Gymnasium (1952). This attractive structure is named to honor the N. H. Carter family and to commemorate the invaluable services and benefactions of Harry C. Carter of Greensboro, former President of the Trustees. It has a playing floor, standard gymnasium equipment, offices, and two large classrooms.

J. Clyde Turner Chapel. In October 1961 the Board of Trustees, prompted by the deep desire to exalt worship as the pre-eminent function of the auditorium in D. Rich Memorial Building, as well as by the intention to associate permanently with its chapel the names of two distinguished Baptists, long time friends of Campbell College, voted unanimously to name the chapel in honor of Dr. J. Clyde Turner and wife, Bertha Hicks Turner. Such action called for complete renovation and installation of improved facilities prior to the formal dedicatory exercises on January 25, 1963.

Leslie Hartwell Campbell Hall of Science (1962). This building bears the name of the man who, as son of the founder, served the college fifty-six years, as instructor, administrator, and from 1934 until his retirement in 1967, as president. Because of the strategic place of science in the future preparation of youth in this atomic age, nothing was spared in the planning and construction of this new three and one-half story structure. Its 44,000 square feet provides spaciously for geology, physics, biology and chemistry. On the first floor is a small auditorium seating 175 to accommodate science lecture groups as well as for other cultural purposes. Included in its modern conveniences are air-conditioning and elevator service.

Fred L. Taylor Hall of Religion (1973). Named in honor of Fred L. Taylor of Troy, North Carolina, a major benefactor of the college and past Chairman of the Board of Trustees, Taylor Hall provides 25 classrooms, 35 offices, 6 lobbies, and 9 other rooms. Used initially in the spring of 1974, this four-story, Georgian designed structure houses the departments of Religion and Philosophy, Mathematics, Foreign Languages, Education and Psychology, and Home Economics.

LIBRARY

Carrie Rich Memorial Library (1925). This building consisted originally of two large reading rooms, stack rooms and librarian's office. It has been expanded several times over in recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 150,000 volumes. Over the past several years the library has received many valuable collections, including The Robert A. and Margaret P. McIntyre Library, H. Trent Parks Memorial Library and the E. Willard Berry Memorial Library.

ATHLETIC FIELD

Herbert B. Taylor Athletic Field. This well-lighted athletic field was purchased some years ago to provide for the growing college enrollments. Mr. Herbert B. Taylor of Dunn, N. C., athlete and sports lover, father of the nationally famous Knee-Pants Baseball League, sponsored the necessary park improvements, including stands for the spectators. His deep interest in Campbell College was frequently expressed in his benefactions and in his devoted service on the Board of Trustees. In recognition of this service the Trustees named the athletic field in his honor.

Campbell Home Management House (1965). The formal dedication of the Campbell Home Management House

occurred in November, 1965. The Home Management House is the former home of the late Mrs. Cornelia Pearson Campbell, wife of J. A. Campbell, founder of the college. The building had been remodeled and redecorated to provide a facility in which home economics majors could engage in intensive study during their course in home management. Also honored on the occasion were Mrs. Bessie Campbell Lynch, Carlyle Campbell, president of Meredith College, and Leslie Campbell, president of Campbell College, and other members of the family.

Johnson Memorial Natatorium (1976). The Nathan Robert Johnson Natatorium, a physical education facility containing an indoor swimming pool and classrooms, was formally dedicated on October 2, 1976. The building was named in memory of Nathan Robert Johnson, the son of Dr. and Mrs. Gale D. Johnson of Dunn. Nathan Robert Johnson graduated from Campbell College in 1970 with a Bachelor of Science degree in Business Administration. The memorial was named by the Campbell College Board of Trustees in cooperation with the Gale Johnson family. The brothers are Gale D. Johnson, Jr. of Raleigh and Alcy Johnson of Raleigh. The sisters are Mrs. John Henry Pope, Jr. of Fayetteville, and Miss Mariah Johnson of Raleigh.

RESIDENCE HALLS FOR MEN

Joel G. Layton Hall (1923). Layton Hall contains 45 rooms for men in its main section. The hall was named in memory of Mr. and Mrs. Joel G. Layton of Lillington, North Carolina. In 1928 an annex of thirteen rooms was built with money given by the late B. N. Duke.

W. S. Britt Hall (1947). Constructed with funds supplied by many friends, this twenty-seven-room, fire-resistant hall for men is named for an alumnus, W. S. Britt of Lumberton, the largest benefactor.

J. F. Kitchin Hall (1955). This three-story, fire-resistant hall accommodates 96 men. A single-story section provides a guest room, accommodations for the hall supervisor and a parlor for student use.

O. Hampton Baldwin Hall (1958). This three-story, fire-resistant hall, with a semi-basement floor, centrally located on the men's campus, houses at present 100 students. It was given its new name November 16, 1964, with appropriate ceremony in honor of O. Hampton Baldwin; Lizzie Luther Baldwin, his deceased wife; Delphia Baldwin, his sister; and O. Luther, his deceased son.

Ernest P. Sauls Hall (1962). This modern three-story hall houses 122 young men. The rooms are arranged in apartment units consisting of seven bedrooms and bath. It is named in honor of Mr. Ernest P. Sauls of Raleigh, North Carolina, and Sarasota, Florida.

Bobby Murray Hall (1967). A two hundred-bed hall including air-conditioning provides the maximum comfort. It is named in honor of a trustee, Mr. Bobby Murray of Raleigh, North Carolina, in recognition of his generous gift.

Bobby Roberts Hall (1973). This three-story, three-wing building for 291 men covers 85,000 square feet and is located on the southwestern edge of the main campus. Roberts Hall, with air-conditioning and electrically controlled heat, is the college's most extensive venture in residence hall development. It is named in honor of Mr. Bobby Roberts of Durham, North Carolina.

RESIDENCE HALLS FOR WOMEN

M. C. Treat Hall (1913). Treat Hall has thirty-two rooms and a large basement, which is now used as an art studio. It is named

for M. C. Treat of California, deceased, the largest contributor to its construction.

William H. and Lula Bostic Jones Hall (1954). By subsequent action by the trustees, this building was named in honor of William Hubert Jones and Lula Bostic Jones, faithful trustees and benefactors. Rooms in this modern, fire-resistant building for 72 students are arranged in suites with connecting baths.

Fred N. Day Hall (1959). This hall for 78 students was accomplished by reconstructing a three-story, fire-resistant structure, adding wings to the north and south and a portico to its eastern exposure.

Mabel and Nell Powell Hall (1960). This three-story hall, accommodating sixty young women, is modern in construction and equipment throughout. It is joined to Treat Hall by a connecting lobby and reception room. By order of the Board of Trustees this attractive building has been named in honor of Misses Mabel and Nell Powell to commemorate their years of faithful service and loyalty as teachers and devoted friends of Campbell College.

James E. and Mary Z. Bryan Hall (1961). This hall, located west of Treat, is in many respects the most modern and attractive on the campus. The building is a cluster of twelve one-story apartment units, grouped around an interior court and joined by an exterior wall and roof. One section provides a reception center, a guest room and quarters for the faculty counselor. Each unit consists of four bedrooms, a living room and bath, to accommodate eight young women. The building is named in memory of James E. Bryan, alumnus and successful businessman, and wife, Mary Z. Bryan.

J. Hunter and Mabel C. Strickland Hall (1962). This three-story hall located behind Bryan Hall consists of apartment units, each housing fourteen young women with a total accommodation for 126 students. In 1965 this attractive hall was named to commemorate the generous benefactions and invaluable services while on the College's Board of Trustees rendered by Mrs. Mabel C. Strickland and her late husband, J. Hunter Strickland, of Four Oaks, North Carolina.

R. A. and Elsie Hedgpeth Hall (1967). This one-hundred-bed hall, modern in every way including air conditioning, has a projecting wing for use as a social parlor. It was named in honor of Mr. and Mrs. R. A. Hedgpeth of Lumberton, North Carolina, both of whom have served as trustees of the College.

OTHER BUILDINGS

B. P. Marshbanks Dining Hall (1934). Originally planned for 400 students, this cafeteria was constructed with contributions in cash, materials, and labor, supplemented by appropriations from the college budget. In 1957 it was expanded by addition of three dining rooms and much storage space. Stainless steel kitchen equipment was installed, and modern cafeteria counters were provided for three-line service. The cafeteria is now adequate for well over 1,000 boarding students. It was named for B. P. Marshbanks, for many years a professor of mathematics and business manager at the college.

James M. Shouse Dining Hall (1973). Located in Murray Hall, which is central to the dormitory complex on the men's campus, this completely modern facility is designed and equipped to provide, through its two serving lines, for as many as 2,000 students daily. It is also capable of providing dining areas and service for college and off-campus groups. It was named on April 21, 1973, to commemorate James M. Shouse, farmer, builder, public servant, and philanthropist of Winston-Salem,

who has been a major benefactor of the College.

John S. Pearson Memorial Infirmary (1960). A new health center, completed in October, 1960, provides room for 16 students in two wards and four semi-private rooms. John S. Pearson, for whom the building is named, was business manager of the *Biblical Recorder* and *The Progressive Farmer*. He was the brother of Mrs. Cornelia Pearson Campbell, wife of the Founder. A challenge gift of Mrs. Campbell started the infirmary project.

James A. Campbell Administration Building (1961). This beautiful structure is a fitting memorial to the Founder of Campbell College and his widow, Cornelia Pearson Campbell. The first floor of the two-story structure provides four suites of offices for the President, Dean of the College, Registrar and the Business Manager. Located also on this floor are an attractive lobby and a large conference room, called the Trustee Room. The second floor provides adequate office space and facilities for such major programs as college development, public relations and publicity.

Laundry and Dry Cleaning Plant (1951). The laundry and dry cleaning plant is an auxiliary enterprise of the college.

O. W. Godwin, Sr., Maintenance Building (1964). Named in honor of O. W. Godwin, Sr. of Dunn in recognition of his invaluable planning and assistance in the construction of this massive structure which provides long needed space for storing large quantities of supplies purchased at lowest available prices.

Campbelltown Apartments. Twelve duplex houses, erected in 1959, accommodate twenty-four married-student and faculty families. Attractively designed, they are supplied with modern built-in conveniences. In 1962 ten other similar houses were added. Two two-story buildings housing sixteen three-bedroom apartments were completed in the spring of 1972.

Ellis Memorial Apartments. These apartments were provided in part by W. Caswell Ellis, alumnus, in memory of Ruth Miller Ellis, deceased mother of his two children, and William Caswell Ellis, Jr., who lived a short but beautiful life.

Northeast Hall (1963). Air-conditioned apartments with facilities to house five families.

East Hall (1969). A motel type building originally housing 34 men, now renovated to accommodate married students.

The Admissions Center (1967). The former B. F. McLeod Residence, located south of the Buies Creek Baptist Church, has been completely renovated and tastefully decorated to house the offices of the Director of Admissions and his staff.

OTHER GIFTS AND MEMORIALS

Charles L. Andrews Chapel Organ. In 1949 Mr. Charles L. Andrews of Chalybeate Springs, N. C., donated a Baldwin Electronic organ to Campbell College. The organ was installed in what is now Turner Auditorium and is used for the special programs conducted for the students, faculty, and staff at Campbell.

The J. F. and Katye Hatcher Blackmon Carillon System. This lovely contribution to campus life, installed in 1955 from funds donated by Reverend and Mrs. J. F. Blackmon, coordinates the work of the whole day. Among its features are occasional vespers, recitals from the chapel, and recordings.

The Loretta Bliss Walthour Trust Fund. Mrs. Walthour of Windemere, Florida, has created a trust fund for the purpose of establishing the Loretta Bliss Walthour Chair of Sociology. She plans to add periodically to the amount of the fund until the

income from it will equal the salary of the professor chosen to occupy the chair.

ERWIN MILLS FOREST

In consideration of the long friendly relationship between Erwin Mills, Inc., and Campbell College in their joint promotion of the economic, social, cultural and religious development of their constituency, Erwin Mills, Inc., graciously donated to Campbell College in 1960 a valuable tract of timberland, containing approximately 150 acres, which the Board of Trustees of the college has designated as Erwin Mills Forest. This property is to be held for the foreseeable future to provide income for current support.

BLACKMON MEDICAL CENTER

Junious F. and Katye Hatcher Blackmon Medical Center, located in the Pearson Infirmary, was named for the parents of Dr. B. B. Blackmon, College Physician, and Mrs. Bradeene Blackmon Vail, R.N., in grateful recognition of their services, benefactions and friendship.

LEAMON BAGGETT PARK

In the fall of 1964, Mr. and Mrs. Deke E. Baggett and Mr. and Mrs. Deke L. Baggett donated as a memorial to the late Dr. Leamon Baggett approximately 130 acres of land in Horry County, South Carolina, to be used for field studies by the departments of biology and geology. This land, preserved in its natural state, will provide excellent opportunity for geological studies of the coastal plain area and its biological habitats.

KEITH HILLS

This project is named for Fred R. Keith and his family whose major gift made possible the launching of the golf course. In addition to the eighteen-hole golf course, designed by Ellis Maples of Atlanta, Georgia, there are one hundred eighty-six lots which border the Cape Fear River or overlook the fairways. Keith Hills was dedicated in honor of Mr. Fred R. Keith, St. Paul and Lumberton businessman and Campbell College trustee, on September 13, 1973.

ROBIN HOOD PRO SHOP

Robin Whitley Hood, his wife, Lois Barefoot Hood, and their three children were honored November 16, 1975, with the naming of the Robin Hood Pro Shop, located at Keith Hills. Mr. Hood is an alumnus of Campbell College, a member of the Presidential Board of Advisors, and principal contributor to the pro shop. The pro shop provides a lobby and sales room, shower and locker rooms for members, and a dining area.

WELCOME CENTER

The property for the Campbell College Welcome Center was donated in 1974 by Mr. and Mrs. Roger Page, Jr. of Winston-Salem. An existing building was renovated and converted to its present use as a welcome center in 1976. It is located on the southern edge of the college campus on U.S. 421. The facility, which is open 24 hours a day, also provides a place for the campus security. Mr. Roger Page, Jr., who has served for several years on the Presidential Board of Advisors, is vice-chairman of that group.

2. ACADEMIC REGULATIONS

Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. Two hours of laboratory time is converted into one hour of credit.

Normal Class Load

During the fall and spring semesters a normal class load is fifteen to sixteen hours in addition to one hour of physical education. During the summer session a normal load is six or seven semester hours each term.

Students enrolling in more than a maximum of eighteen semester hours exclusive of physical education service courses must obtain permission from the Academic Dean.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Committee, by making satisfactory financial arrangements with the Business Office, and by pre-registering or registering at the appropriate time.

Drop-Add

There are deadlines each semester for dropping and adding courses. A student may be officially added to a course up through the fifth class meeting by permission of the instructor, the Academic Dean, or Registrar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the mid-term with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the mid-term will be dropped with a WF.

Students will not be allowed to drop freshmen courses in English, Mathematics, or History.

Any course dropped without permission is recorded as an F.

Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for graduate students. Credit hours for each course are listed in parentheses after the title.

The College reserves the right to make necessary changes in the class schedule where there is insufficient demand for an announced course.

Class Attendance

The following statement of policy has been adopted by the faculty:

Campbell College believes that every class hour is important. Regular class attendance is a student obligation and the student is responsible for all work, including tests and written work of all class meetings. The College supports the belief that class absences usually affect adversely the grade a student receives.

Instructors will keep attendance records in all classes. The names of students who miss three consecutive class meetings will be submitted to the Registrar.

Additional information on the absence policy is available in the *Student Handbook*.

CEP Attendance

The Cultural Enrichment Program at Campbell College is consistent with the religious objectives of the institution and reflects the religious heritage which is represented at the institution. Programs are offered in the categories of worship, lectures, and fine arts. Students are required to attend CEP six semesters while at Campbell beginning the first semester of enrollment and continuing until completion. Transfer students are required to attend all semesters with the exception of the last one. Students receive one-half hour credit for each semester of satisfactory CEP attendance. The grade depends upon the number of absences. Additional information is available in the *Student Handbook*.

Residence Halls

All students attending Campbell College are required to live in a college residence hall, unless they are married or commute from the home of their parents.

Students living in a residence hall may not maintain a second residence off campus.

Students living in a residence hall must carry a minimum load of 12 semester hours during the fall and spring semesters and 6 semester hours during a summer term.

Students attending a summer term must comply with the residence hall regulations.

Student Handbook

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell College are stated in the *Student Handbook*.

Every student is expected to become thoroughly acquainted with the *Student Handbook*. Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook*.

Regular Admission

A high school diploma, or the equivalent, is required in order to be enrolled at Campbell College as a regular student.

Advanced Placement

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board for the advanced placement test and should request the College Entrance Examination Board (CEEB) to send the results of these examinations to the Director of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the Academic Dean.

Credit by Examination

Credit may be earned by satisfactorily completing the general examinations or the subject examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores equal to or better than the 25th percentile as suggested by the American Council on Education. Applicants who seek credit by examination may obtain further information from the Registrar of the College.

No grades will be given for credit earned by examination.

Credit Earned by High School Students

High School students may take courses for credit at Campbell College provided they have completed their junior year and are recommended by their high school principal or counselor.

Credit will be granted for courses successfully completed after the student graduates from high school and enrolls at Campbell College.

If the student does not enroll at Campbell College, the decision concerning the awarding of credit rests with the college or university which he attends.

Provisional Admissions

Should a student be admitted without completing the admissions procedure, he will be eligible to receive credit on work done at Campbell College only after he has satisfactorily met the requirements of the Admissions Office.

Correspondence Courses

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the Academic Dean or Registrar and the Chairman of the Department.

Summer School Visitors

Students enrolling at Campbell College for the summer program should secure from the proper school official to which the credit will be transferred a statement certifying approval of such plans and listing approved courses.

Enrollment at Other Schools

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Dean or Registrar. Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

Auditing A Course

A student may audit any course by obtaining the permission of the instructor and the Academic Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which he expects to take later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

Transfer of Credit

A transfer student from a two-year institution may receive sixty-two semester hours of course credit, plus two semester hours for health and two semester hours for physical education.

The maximum credit which will transfer from a two-year school is sixty-six semester hours.

Courses will not transfer from two-year educational institutions which number 300 and above in the Campbell College Catalogue. Courses taken at other institutions will not transfer when there is no equivalent course offered at Campbell College.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer. A student who is admitted from another college with fewer quality points than semester hours must make up the deficiency after transferring to Campbell. The College will not accept credits earned at another school while a student is under academic or social suspension.

The Academic Dean will assign the appropriate credit for work done in other institutions. In general, the amount of credit accepted from other institutions in transfer will be determined by the requirements which apply to the non-transfer student.

Classification

The classification of a student depends upon the amount of college work and the number of quality points he has to his credit and not upon the length of time he has been in college. A student is classified:

(1) As a senior, upon the completion of 90 semester hours with a C average on all work attempted.

(2) As a junior, upon the completion of 55 semester hours with a C average on all work attempted.

(3) As a sophomore, upon the completion of 23 semester hours with a C average on all work attempted.

(4) As a freshman, if the regular admission requirements have been met.

(5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.

(6) As a part-time student, if with approval he is registered for less than 9 hours of credit work.

Grades And Quality Points

The grading scales with the assigned Quality Points are as follows:

Grade	*Quality of Work*	*3 Point Scale*	*4 Point Scale*
A	Superior	3	4
B	Above average	2	3
C	Average	1	2
D	Below average	0	1
F	Failure	0	0
I	Incomplete	0	0
WF	Failing at time of withdrawal	0	0
WP	Passing at time of withdrawal	0	0

Students beginning their work at Campbell in the fall semester of 1975, or at a later date, will be graded according to the 4 point scale.

Students who began their work at Campbell under the 3 point scale will complete their program under that scale.

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F. The Registrar may make exceptions to this rule in unusual cases.

The cumulative grade point average is determined by dividing the total quality points earned by the number of semester hours attempted.

Retention

To be eligible for readmission students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 0.4.
2. Students who have attempted 48, but fewer than 78 semester hours must have a quality point ratio of 0.6.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 0.8.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 0.85.
5. Students who have attempted 130 or more semester hours must have a quality point ratio of 0.9.

Students not meeting the retention requirements will be

advised to attend summer school at Campbell College to improve their grade point average.

Students having a deficit of ten or more quality points will be placed on probation. They will continue on probation until they have met the retention standard.

Readmission of any student from one semester to another is not automatic. The Committee on Retention may suspend from college at the end of any term any student whose academic achievement has not met the retention standard.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

Withdrawal From College

To officially withdraw from the college during a semester a student must contact either the Dean of Men or Dean of Women.

After a conference with one of the preceding individuals the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

Transcripts

The first copy of a student's record is issued for him upon request without charge. Requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of $1 for each copy desired.

Faculty Advisors

Each student will be assigned to a faculty advisor who will assist him in making his academic choices. Prior to registration each semester, every student must have the courses he plans to take approved by his advisor.

Students interested in pursuing special programs or in majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should indicate this before registering for the sophomore year.

Recommended High School Credits

Although there are no inflexible subject matter requirements for entrance, experience has shown that the students with a background of at least 12 units in college preparatory subjects are better equipped to benefit from a liberal arts experience. Therefore, the college recommends that the student have completed the following high school credits: English, 4 units; Mathematics, 3 units; and 6 additional units in the areas of science, social studies and foreign language.

Admissions of Military Personnel

For many years, Campbell College has been active in the various military educational programs. Any member of the armed forces may have his records evaluated without charge, and prior to his making application, in order to determine the amount of credit which will be accepted. For additional information contact the Director of Veterans Affairs, Campbell College, Buies Creek, North Carolina 27506.

Eligibility Regulations

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the college in any contest or any public performance.

3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the college in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.
4. Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
5. No one will be allowed to represent the college in any contest or public performance who has a deficit at the beginning of the semester of more than twenty quality points.
6. Anyone who has been placed on social probation will be considered ineligible for representation of the college in any contest or public performance.

Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the Fall of 1928 for the purpose of promoting character, leadership and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshman men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the Fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class and the upper five percent of the junior class in the final term of the junior year.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell College in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and speech, music, drama, and the other arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

Dean's List

The requirements for making the dean's list are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 2.25 (3.25 on 4 point scale) or better on work completed during a semester.
3. No grade below C.
4. Not more than one C grade.
5. No incomplete grades.
6. No overcuts in classes or C.E.P.
7. Not on social probation.
8. No penalty points in effect.

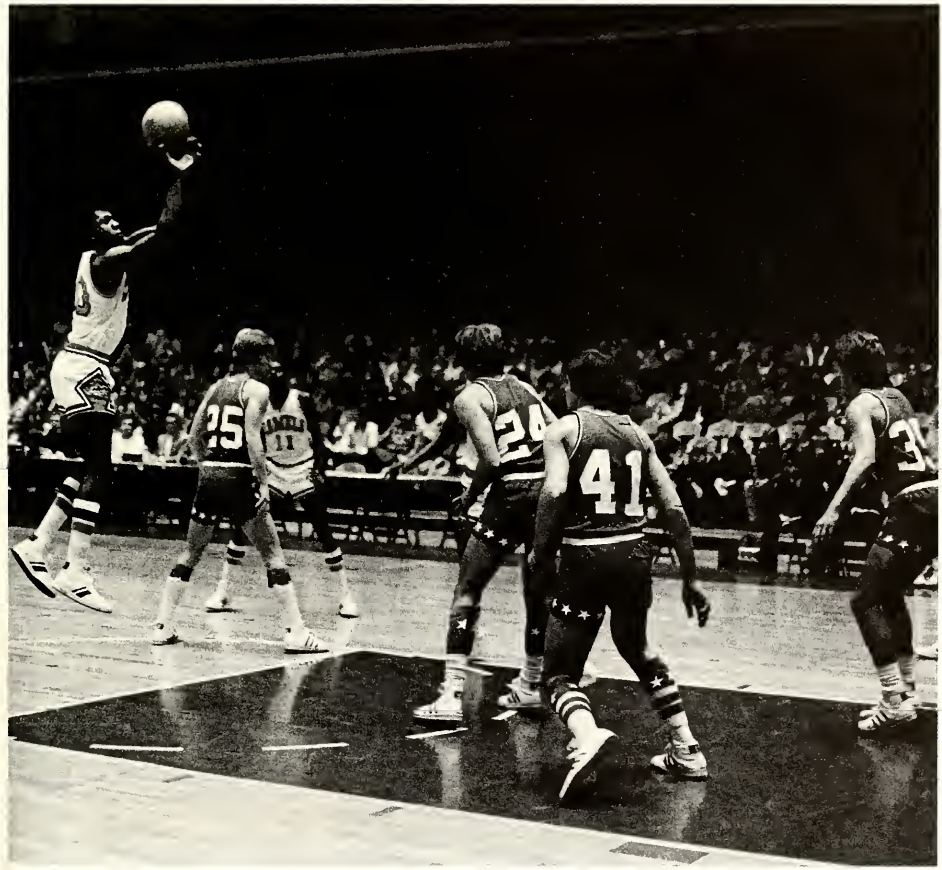
President's Honor List

The requirements for making the President's honor list are as follows:

1. Be eligible for the dean's list.
2. Be in at least a second semester of residence at Campbell.

3. Have a cumulative grade point average of 2.50 on a 3 point scale (3.50 on 4 point scale) on work taken here at Campbell and on all work attempted.

NOTE: The honor lists are calculated at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.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3. FINANCIAL INFORMATION

TUITION AND GENERAL FEES

Campbell College has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from college endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1978-1979 academic year at Campbell College, exclusive of books, is as follows:

Resident Students:	*Semester*	*Year*
Tuition	$ 543.75	$1087.50
General fees	$ 569.25	$1153.50
Meals (5-day ticket)*	$ 387.50	$ 775.00
Room**	$ 187.50	$ 375.00
Accident Insurance	$ 13.50	$ 13.50
Student Government Fee	$ 12.50	$ 25.00
	$1714.00	$3429.50

*For 7-day ticket add $32.00 per semester.

**Residence halls range in price from $187.50 to $237.50 per semester.

Commuting Students:	*Semester*	*Year*
Tuition	$ 543.75	$1087.50
General fees	$ 569.25	$1153.50
Student Government Fee	$ 12.50	$ 25.00
Accident Insurance	$ 13.50	$ 13.50
	$1139.00	$2279.50

Out-of-State Tuition Fee

All students who are not a resident of North Carolina are required to pay an out-of-state tuition fee of $25.00 per semester.

Accident Insurance Fee

All students are required to purchase an accident insurance premium. This fee is $13.50 and has blanket coverage up to $1,000. Hospital illness coverage insurance is optional with the student at a cost of $21.50 each twelve months.

Health Service Fee

The health service fee is included in the tuition and general fees. Each student is entitled to clinical services at the college infirmary which is open 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary, but there are charges for the drugs used by the patient.

Student Government Fee

The Student Government Association fee is established by this student organization and the Board of Trustees. The student government fee is $12.50 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

Private Room Fee

An additional $100.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Dean of Men and the Dean of Women.

Other Fees

Application fee (New applicants only)	$ 15.00
Art laboratory fee	$ 15.00
Graduation fee	$ 10.00
Home Economics laboratory fee	$ 10.00
Music Fees (per semester):	
Private lessons in piano	$ 58.00
Private lessons in organ	$ 58.00
Private lessons in voice	$ 58.00
Private lessons in band instruments	$ 50.00
Rental of musical instruments	$ 10.00
Parking fee (per semester)	$ 3.00
Part-time (8 hours or less) students (per hour)	$ 40.00
Private room (per semester)	$100.00
Room key (This fee is refundable)	$ 10.00
Science laboratory fee (per course, per semester)	$ 15.00
5-day meal ticket (per semester)	$387.50
7-day meal ticket (per semester)	$419.50
Student Teaching fee	$ 50.00
Transcript fee (single copy)	$ 1.00
Typewriter fee	$ 6.00

Advanced Enrollment Deposit

All freshmen, transfer, and returning students are required to pay a $100.00 advanced enrollment deposit. This deposit is due two weeks from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses. This deposit assures the student a room in one of the college residence halls if he/she desires one.

Processing Fee

A processing fee of $15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

Payment of Bills

Tuition and general fees are to be paid on or before entrance. Payment for room and board must be made in advance for each half semester.

In extreme cases, provision is made for 60 to 90 day extensions on unpaid balances, but this should be cleared with the purchasing agent or the assistant business manager of the college prior to registration. Students are not permitted to enter classes or graduate until all financial obligations are settled.

Withdrawal Refunds

The College plans its educational program for the entire academic year; therefore, tuition and general fees are not refundable after 48 hours.

In the event of justifiable withdrawal during the semester, the student will be charged for room and board plus 10 percent (10%) in excess of the charges for the period of attendance.

Please note that this applies only to charges for room and board. No refunds are made after November 1 in the fall semester and April 1 in the spring semester.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the college will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfactory settlement of all charges with the Business Office.

The college reserves the right to change fees and charges with adequate notice when necessary.

Monthly Payments

The college does not offer credit or extended payments through its Business Office. For those desiring monthly payments, there is a commercial plan available, The Tuition Plan, Inc. Application for this program should be made by August 1.

Contracts with The Tuition Plan, Inc., allow college fees and expenses to be paid by the plan with repayment through equal monthly payments which may be extended two years beyond graduation. Life insurance coverage is available which, upon the death of the parent, guardian, or spouse, guarantees funds for the student's continued education.

Financial Aid

Campbell provides an extensive financial aid program for students who have need. In 1976-1977, Campbell gave some type of financial assistance to 80 percent of her students. Scholarships, grants, loans, and employment on the campus are available. Further information about financial aid, including application forms, may be obtained from the Financial Aid Office, Campbell College, Box 36, Buies Creek, N. C. 27506.

Summer School Expenses — 1978

Tuition and General Fees	$371.01 (each 5 weeks)	$ 742.02 (10 weeks)
Student Activities	1.00 (each 5 weeks)	2.00 (10 weeks)
Insurance (includes sickness) ...	5.75 (each 5 weeks)	11.50 (10 weeks)
Room & Board	173.60 (each 5 weeks)	347.20 (10 weeks)
Total	$551.36 (each 5 weeks)	$1,102.72 (10 weeks)

In addition to the above, students from outside the State of North Carolina will be charged an additional $8.33 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.

Linen Service

Linen rental service, which includes two (2) sheets, one (1) pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of $30.00 per semester. A $5.00 refundable advance deposit is required and is returned at the end of each semester after all linen rented has been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the college.

Laundry and Dry Cleaning Service

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry cleaning services on a semester basis are given a laundry credit card and are required to make a non-refundable deposit at the beginning of the fall term in the amount of $20.00 for women students and $25.00 for men students to establish credit. Students with established credit may use their credit cards for both laundry and dry cleaning. When the initial required deposit has been expended, the student with established credit may continue to use his or her credit card for all laundry and dry cleaning services for the remainder of the school year and will be billed monthly from the Business Office.

College Bookstore

The College Bookstore is operated for the convenience of students. Since it is operated on a cash basis, students should budget approximately $75.00 per semester to purchase necessary books and supplies.

Banking Service

The First Citizens Bank and Trust Company is within walking distance of the campus for students who desire banking services.

Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell College as are routine in an Infirmary type situation. There is at all times a well qualified nurse on duty. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

Should emergency situations develop, the student should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated.

It should be borne in mind that the cost of drugs and laboratory fees will be assumed by the students.

Campbell College is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases students needing medical attention should report to the college nurse during regular office hours.

2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action, and the college in turn assumes no responsibility for complications that might develop as a result of the student's refusal to heed such advice.

3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.

4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. only, and are limited to suite-mates of the patient.

5. All accidents should be reported to the Infirmary as soon as possible.

6. If it is at all possible, students should report to the Infirmary before seeing another doctor.

7. Consent to medical treatment: Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such form as the College may prescribe.

STUDENT FINANCIAL AID

Financial assistance is generally made to students on the basis of (1) prior academic record and expectations, (2) the individual's need for assistance, and (3) evidence of continuing good citizenship. Many awards are renewed in subsequent years, provided the recipient continues to make normal progress toward graduation, continues to be in need of assistance, and applies each year.

Campbell College desires to provide financial assistance sufficient to meet the needs of its students. To assist in the determination of need, Campbell, like many other educational institutions and outside assistance agencies, has its students complete a confidential financial statement for the purpose of establishing the financial

strength of the student and his family.

When completing the family financial statement (FFS), or financial aid form (FAF), the student should request that the completed analysis be sent to Campbell College. The confidential statement and Campbell College Application for Financial Aid is given to each student enrolled in the college. The Campbell College Application is mailed to incoming students in the admissions packet. The needs analysis forms are available in the high school guidance counselor's office and/or the financial aid office.

Students must reapply for loans, grants, and scholarships each year as they are not automatically renewable.

Scholarships

Campbell College each year provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial aid programs administered by the college.

A student must be enrolled full-time for schorlarship benefit.

Institutional Scholarships

The following scholarships are provided by the college:

(1) Students preparing for full-time church-related vocations—$300 per year.*

(2) High School Valedictorians who begin their post-secondary education at Campbell — $300 per year.

(3) High School Salutatorians who begin their post-secondary education at Campbell — $200 per year.

(4) Full-time pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention — Tuition Scholarship (Tuition is approximately one-half of the total tuition and general fees charged at registration.)

(5) Wife of Number (4) above—Tuition Scholarship.

(6) Full-time church pastor, other than Number (4) above — $300 per year.

(7) Wife of Number (6) above—$100 per year.

(8) Children of Number (4) above — $250 per year.

(9) Children of Number (6) above — $100 per year.

(10) Children from orphanages — $200 per year.

(11) Children of N. C. Baptist State Convention Employees — $250 per year.

(12) Children of Baptist employed Associational Missionaries affiliated with the N. C. Baptist State Convention — $250 per year.

(13) Royal Ambassador (Service Aide) and Acteen (Studiact) Scholarships (additional brochure may be requested) — $200-$400 per year.

Applications must be submitted for renewal each year. Before March 1 applicants should write to the Brotherhood Department or State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, North Carolina 27611.

*To qualify for a scholarship, a full-time church-related vocation student must present a letter of recommendation from his or her church. Continuation of the award of such scholarships is conditioned upon the student's satisfactory performance. All students receiving scholarships from the school because of their church-related vocation commitment are required to take an average of one religion course each seemster while enrolled at Campbell College.

Privately Donated Scholarships and Loans

Campbell is most grateful for the financial assistance made available to its students each

year through scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and the geographical area of applicant often are factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon number of returning recipients and earnings available from the invested principals.

Tartan Club Scholarship Trust

A. E. Rozar Scholarship Trust

Fitchett Memorial Scholarship Trust

James I. Miller Memorial Scholarship Trust

Starr Johnson Memorial Scholarship Trust

Layton Memorial Scholarship Trust

Jesse Slocumb Smith Memorial Scholarship Trust

Andy Creed Memorial Scholarship Trust

James A. Wilkins Scholarship Trust

Brenda J. Holland Memorial Scholarship Trust

Carolyn Clark Memorial Scholarship Trust

Joe Bouldin Memorial Scholarship Trust

E. Willard Berry Memorial Scholarship Trust

South Carolina Foundation of Independent Colleges Scholarship Trust

Hyatt Memorial Scholarship Trust

B. W. Jenkins Memorial Scholarship Trust

Walter James and Margaret Chason Wiggins Scholarship Fund*

Chloe A. and George T. Scott Scholarship Trust

Marshbanks Memorial Scholarship Trust

Calvin Koonce Scholarship Trust

Bryan-Faircloth Presidential Scholarship Trust

George Harrison Britton Memorial Scholarship Trust

Mamie Victoria Luther Memorial Scholarship Trust

Dr. Ralph Johnson Memorial Scholarship Trust

Betty Byrd Green Memorial Scholarship Trust

Southeastern Trust School Scholarship Trust

Department of Mathematics Scholarship Trust

Maxcey Dalton and Lillian Davis Small Memorial Scholarship Trust

Alice Pruitt and James M. Shouse Scholarship Trust

John Allan McLeod, Jr. Journalism Scholarship Trust

Charles B. and Alma Dark Howard Scholarship Trust

John Stewart and Mary Cox Howard Scholarship Trust

G. A. Tripp Social Science Memorial Scholarship Trust

A. Clay Smith Memorial Scholarship

Nisbet Scholarship

Wilma L. McCurdy Memorial Fund

*Established by the Kinnett Memorial Baptist Church

JAMES E. AND MARY Z. BRYAN FOUNDATION

Student Loan Plan

Legal residents of North Carolina enrolled or accepted for enrollment as full-time students in undergraduate programs may borrow up to $750 per semester, but may not exceed $6,000 during their undergraduate study. Loans are administered by College Foundation, Inc. The interest rate is 1% during the in-school, grace, and approved extension periods, and 6% during the repayment period. Repayment begins on the first of the seventh month after the borrower ceases to be a full-time student.

Applications may be obtained from the Student Aid Office at Campbell or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N. C. 27605.

When requesting an application from the Foundation, the applicant must include the name and address of the educational institution that he or she plans to attend. Applications must be sent to the aid officer for certification; the aid officer will submit certified application to the Foundation. July 1 is the deadline for summer-school applications. Applications should be received at Campbell several weeks before these dates.

The Tuition Plan, Inc.

This is a national student loan fund organization that specializes in providing educational loans to families and/or students. The plan is beneficial to parents who prefer to budget annual school costs out of monthly income. This program is not related to the college's program of financial assistance to qualified students through its Student Financial Aid Office. Borrowers who avail themselves of this educational financing plan will arrange the transaction directly with the Tuition Plan, Inc., Concord, New Hampshire 03301, or by requesting information from the Financial Aid Office at Campbell. Note: This program does not require a need analysis.

STATE GRANTS AND LOANS

North Carolina Legislative Tuition Grant

Full-time, undergraduate, resident students of North Carolina may receive funds by completing the proper application (NCLTG application).

North Carolina Student Incentive Grant

Students may receive up to $1,500 by submitting a copy of the needs analysis to College Foundation, Inc. Student will receive a request for additional information if eligibility is determined for the Student Incentive Grant.

North Carolina Scholarship Assistance Grant

Students who are residents of North Carolina and who establish financial need beyond the NCLTG may qualify for assistance from North Carolina Scholarship Funds. Information is available in the Financial Aid Office.

Vocational Rehabilitation

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

College Foundation, Inc. Loan Fund

Legal residents of North Carolina enrolled full-time may borrow through College Foundation up to $1,250 per semester for a total of $2,500 per academic year for an aggregate of $10,000 for enrollment including graduate school. Loans are insured by the N. C. State Education Assistance Authority or the U. S. Office of Education and *under certain conditions* the Office of Education pays the 7 percent interest during the in-school and grace periods. Application forms may be obtained in the financial aid office. Only students from North Carolina are eligible. Repayment is to begin nine months after graduation with pay back period determined by the amount borrowed. Students must reapply for this loan each year as it is not automatically renewed.

North Carolina Scholarship Loan Fund for Prospective Teachers

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Students with a good high school or college record may be eligible for a loan in the amount of $900 for each of the four years in college. One annual loan is automatically

cancelled for each year the student teaches in the public schools of North Carolina. If the student does not teach, the loan must be repaid at four percent annual interest.

FEDERAL GRANTS AND LOANS

Supplementary Educational Opportunity Grants

A limited number of supplementary educational opportunity grants are available to students attending Campbell College. Funds for the grants are provided by the federal government and must be matched by an equal amount of some other type of aid. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and are in full-time attendance; (3) show evidence of academic or creative promise and capability of maintaining good standing in their course of study; (4) are of exceptional financial need; and (5) would not be financially able to attend college without such a grant. Grants under this program vary from $200 to a maximum of $1,500 per year depending upon funds available and the need of students concerned. No student may receive more than $4,000 in BEOG funds during his undergraduate years.

Basic Education Opportunity Grant

Students who have an exceptional financial need may be eligible for this grant. A needs analysis application (FFS or FAF) assures the student that information will be forwarded to the BEOG processors providing the form is sent January 1 or later.

Veterans Assistance

Veterans, widows of veterans, children of disabled or deceased veterans, and active military personnel who need assistance in applying for benefits should contact their local Veterans Administration Office or The Director of Veterans Affairs, Campbell College, Buies Creek, North Carolina 27506.

Army ROTC Scholarships and Funds

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of $100.00 per month for ten months of each scholarship year. Four-, three- two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell College, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without a scholarship receive $100.00 per month allowance during ten months of each year.

National Direct Student Loan

A program of borrowing, based upon need, enables students who are eligible to borrow a maximum of $2,500 during a fiscal year. These loans are non-interest bearing while a student is enrolled full time. During the repayment period, interest is calculated at 3 percent on the declining balance. Recipients of these loans entering the teaching profession may be eligible for partial cancellation of their loans. Repayments of these loans are made quarterly.

Guaranteed Student Loan

Students who are not residents of North Carolina may obtain information on this program from the Financial Aid Office or from a local bank.

College Work-Study

This program provides the student in need of assistance an opportunity to work and earn part of the money necessary to meet his educational expenses. It is an "hours worked, hours paid" type of program. The student approved for Work-Study is compensated on a monthly basis for the hours that he has worked during the month. The student is not permitted to deduct a Work-Study award from his educational charges at the beginning of the semester that he has been approved to work. Students work in almost all areas of the campus — library, food service, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules that allow adequate time for their studies.

Students interested in assistance of this type must complete an application for financial assistance which may be obtained from the college's Financial Aid Office. Assistance in completion of appropriate forms will be offered when needed. After being approved for Work-Study, each student worker must visit the Financial Aid Office after registration to obtain a work contract.

How to Apply For Financial Aid

(1) Complete application for Admission to Campbell College and send to Admissions Office, P. O. Box 546, Buies Creek, N. C. 27506.

(2) Complete Financial Aid Application for Campbell College and send to Financial Aid Office, P. O. Box 36, Buies Creek, N. C. 27506.

(3) Complete a Family Financial Statement, American College Testing, or financial aid form, College Scholarship Service. These are available from your high school guidance office. Mail to processing center with a request for copy to be sent to Campbell College.

Application for financial aid should be received in the Financial Aid Office by April 1. Financial aid is awarded as soon as all information listed above has been filed, and you have been accepted for admission to the college. Applications received after April 1 will be considered as funds become available.

ENDOWMENT FUNDS

Restricted Endowment Funds

The Lewis Edward and Martha Barnes Tyner Chair of Bible. The children of this fine Robeson County family, grateful for the Christian precepts of their home and for their superior educational advantages afforded them by their parents, set up in 1964 a generous trust fund for the establishment of this memorial Chair of Bible at Campbell College.

The Graham A. Barden Chair of Government. To commemorate the nationally recognized record of service to his country by Congressman Graham A. Barden of New Bern, North Carolina, and in recognition of his genuine interest in Campbell College, business and private friends of the late chairman of the House Committee on Education and Labor have endowed this memorial.

The Charles B. and Alma Dark Howard Chair of Religion. The Board of the Howard Memorial Fund endowed this substantial fund in 1972 to honor Dr. and Mrs. Charles B. Howard. It recognizes the more than fifty years which the Howards have given to teaching, evangelism, and religious education in the Southern United States.

The Lundy Chair of The Philosophy of Business. Mr. and Mrs. Burrows T. Lundy of Clinton and their family have endowed at Campbell College a Chair of the Philosophy of Business. By establishing this chair the Lundys are continuing their interest in preserving the Free Enterprise System and are making possible the teaching of the Free Enterprise Philosophy of Business at Campbell College.

Unrestricted Endowment Fund

The D. Rich Memorial Endowment Fund. Established from a portion of the D. Rich bequest to Campbell College made in the year 1926.

Restricted Endowment Funds in Progress

Mabel Powell Memorial Chair of English Fund

Department of Geology Endowment Fund

Bank of North Carolina, N.A., Chair of Banking Fund

Claude E. Teague Library Book Shelf Fund

Evelyn and James Bennett Willis Annuity Fund

Margaret Ross and James Bennett Willis Annuity Fund

Mrs. Siddie Sauls Annuity Fund

Blackmon Annuity Fund

Hatcher Annuity Fund

Ruth Bertha Johnson Annuity Fund

Bachelor's Degrees

Campbell College confers six Bachelor's degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music Education, Bachelor of Special Studies, and Bachelor of Health Science.

To be eligible for a Bachelor's degree, the candidate must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum resident requirement of thirty-two semester hours. This shall be interpreted as the last year preceding graduation.

A candidate for a Bachelor's degree must:

1. Complete the General College Curriculum required for the specific degree.
2. Satisfy the Cultural Enrichment Program attendance requirement.
3. Complete a minimum of nine semester hours in the departmental major at Campbell.
4. Average C on all work attempted, average C on all work attempted at Campbell College, and average C or better in all courses required for the major.
5. Complete 128 semester hours of college work including Health 111 and two semester hours of physical education.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

Associate in Arts Degree

A candidate for the Associate in Arts degree must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum residence requirement of sixteen semester hours.

A candidate for the Associate in Arts degree must complete 64 semester hours of college work including Health 111 and two semester hours of physical education. He must have earned a C average on all work offered for graduation. Also, he must have a C average on 80 per cent of all work attempted.

Graduation

Degrees will be conferred at the end of the regular semesters in December and in May and at the end of the second term of summer school.

The responsibility for meeting the requirements for graduation rests upon the student.

Application for Graduation

The candidate is responsible for making application for graduation in writing *at least ninety days before graduation.* Also the candidate must take care of all financial obligations prior to graduation.

Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all work attempted and on all credit earned at Campbell College.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell College.

Graduation in Absentia

All candidates are urged to participate in the graduation

ceremony. Those students who cannot be present should present to the Academic Dean a request with their justifications for graduating in absentia.

The General College Curriculum

The General College Curriculum is composed of courses from six subject areas. Beginning students should select courses from the General College Curriculum in the following order:

A. *English Language and Literature*

All students must take an English course every semester until the English requirement is fulfilled.

B. *Foreign Languages*

All students must take a Foreign Language every semester until the Foreign Language requirement is fulfilled.

C. *Mathematics and Science*

All students must take Mathematics every semester until the Mathematics requirement is fulfilled. All students must take 8 hours of Science during either the Freshman or Sophomore year.

D. *Western Civilization*

All students must take either History 111, 112 or Religion 101, 202 or 212 during the Freshman year. Six additional hours are required in Social Science. All students must take the other required general courses during the Freshman or Sophomore year. (Students interested in majoring in History or Social Science should take History 111, 112 during the Freshman year.)

E. *Physical Education and Health*

All students must take two semester hours of Physical Education during the Freshman year and Health 111 prior to admission to the Junior class.

F. *Fine Arts*

All students must take either Art 131, Music 131, or *Drama 131.

Exceptions to the General College Curriculum must be approved by the appropriate Department Chairman and the Academic Dean.

*Not for Elementary Education majors.

Alternate Courses

In order to complete a schedule, a Freshman or Sophomore student may select one of the following courses.

Business Administration 200
Economics 223, 224
Education 221
English 228
Psychology 222
Journalism 201
Geography 113
Government 229, 230
Home Economics 107
Natural Science 211
Physics 231
Sociology 225, 226

Other Freshman and Sophomore level courses may be selected as an alternate upon the recommendation of the student's faculty advisor.

General Requirements for Degrees

Bachelor of Arts

	Sem. Hrs.
Art 131, Music 131, or Drama 131	3
English 111, 112, 221, 222	12
*Foreign Language	18
History 111-112	6
Social Science or Philosophy	6
Mathematics 111, 112, 140, or 160	6
Natural Science	8
Religion	6
Major	up to 45
Health 111	2
Physical Education	2
Electives	to total 128

Bachelor of Science

	Sem. Hrs.
Art 131, Music 131, or Drama 131	3
English 111, 112, 221, 222	12

	Sem. Hrs.
*Foreign Language	12
History 111, 112	6
Social Science or Philosophy	6
Mathematics 111, 112, 140, or 160	6
Natural Science	12
Religion	6
Major	up to 45
Health 111	2
Physical Education	2
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Business Administration

	Sem. Hrs.
Accounting 213, 214, any 300 level course	10
Art 131, Music 131, or Drama 131	3
Business Administration 200, 221, 222, 313, 314, 331, 332, 336	24
Data Processing 225	3
Economics 223, 224, 447, 453, 6 hours of Economics elective	18
English 111, 112, 221, 222	12
*Foreign Language	6
Mathematics 140, 160	6
Natural Science	8
Psychology 222	3
Religion 101, 3 hours elective	6
Health 111	2
Physical Education	2
History 111, 112	6
Government 229	3
Speech 113	2
Electives	to total 128

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Science (Elementary Education)

	Sem. Hrs.
Art 131, 334	6
English 111, 112, 221, 222, 335, 328 or 336	18
*Foreign Language	6
Geography 113	3
Government 229	3
Sociology 345	3
Health-Physical Education 333, 334, 444	6
History 111, 112, 221, 222	12
Mathematics 301, 302	6
Music 131, 323	6
Science Education 113, 114, 115	9
Psychology 222	3
Education 221, 341, 351, 431, 443, 444, 445, 446, 457	30
Religion 101, 202, or 212	6
Speech 113	2
Health 111	2
Physical Education	2
Electives	to total 128

See department course descriptions for grade 4-9 certificate requirements.

*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

Bachelor of Music Education

	Sem. Hrs.
English 111, 112, 6 hours elective	12
Foreign Language	12
History 111, 112	6
Mathematics 111	3
Natural Science 111, 112	8
Religion	6
Health 111	2
Education 221, 222, 341, 431, 452, 453, 457	24
Music and Music Education	up to 42
Applied Music	up to 18
Choir or Band	7
Physical Education	2

Bachelor of Special Studies

	Sem. Hrs.
English 111, 112	6
Religion 101	3
Mathematics 160	3
Chemistry 111	4
Art 131, Music 131 or Drama 131	3
History 221, 222	6
Government 229, 230	6
Sociology 225, 226	6
Psychology 222	3
Health 111	2

Bachelor of Health Science

	Sem. Hrs.
English 111, 112, 3 hours elective	9
Religion 101	3
Mathematics 111, 112, 140, or 160	3
Social Sciences-History 111, 112, 6 hours elective	12
Chemistry 111, 113, or Biology 111, 112	8
Art 131, Music 131, or Drama 131	3
Psychology 222	3
Health 111	2
Physical Education	2

Associate in Arts

	Sem. Hrs.
Art 131, Music 131, or Drama 131	3
English 111, 112, 221, or 222	9
History 111, 112	6
Mathematics 111, 112, 140, or 160	6
Natural Science	4
Religion 101	3
Health 111	2
Physical Education	2

ART

INSTRUCTOR: MR. RABB

A concentration in Art requires a minimum of 18 semester hours. Required courses include Drawing and Painting (103), The Visual Arts (131), Design (201), and Ceramics (211) or Sculpture (213). An additional 6 hours must be selected from the following: Ceramics (211), Sculpture (213), Drawing and Painting (104), Advanced Design (202), Drawing and Painting (203, 204), Advanced Ceramics (212), Sculpture (214), or Advanced Sculpture (313, 314).

103. Drawing and Painting (3).
Introduction to various drawing media while exploring human anatomy. Color theory and practice concludes the semester. (Fall).

104. Drawing and Painting (3).
Continuation of Art 103 with emphasis on acrylic or oil painting based on the live model. (Spring).

131. Visual Arts (3).
Theory, history, and appreciation of the visual arts as communicative media. Slide lectures and discussion. (Every semester).

201. Design (3).
Design principles that are inherent in every visual art form will be studied and applied in two and three-dimensional studio work. Class discussion. (Alternate semesters).

202. Advanced Design (3).
An individualized continuation of Art 201. (Alternate semesters).

203. Advanced Drawing and Painting (3).
Individual studio research dwelling on problems of composition. Prerequisite Art 103, 104. (Every semester).

204. Advanced Drawing and Painting. (3).
Continuation of Art 203. (Every semester).

211. Ceramics (3).
Basic experiences in wheel-throwing and hand-building with a concern for three-dimensional design. (Alternate semesters).

212. Advanced Ceramics (3).
An individualized continuation of Art 211. (Alternate semesters).

213. Sculpture (3).
Study of mass and volume using clay, plaster, and other pliable materials. (Fall).

214. Sculpture (3).
Continuation of Art 213 with study of mold construction and casting. (Spring).

313. Advanced Sculpture (3).
Introduction to acetylene welding and more complex sculptural methods. Prerequisite Art 213, 214. (Every semester).

314. Advanced Sculpture (3).
Continuation of Art 313. (Every semester).

321. Children's Art (3).
Methods and material of art teaching in the elementary school. Creative experiences in diverse media as well as a study of children's art. (Every semester).

BIOLOGY

PROFESSOR: DR. BEARD
ASSOCIATE PROFESSORS: DR. SOOTS, DR. YARBROUGH
ASSISTANT PROFESSORS: DR. ROBERTSON, MRS. McCALL
INSTRUCTORS: MS. HATLEY

A major in Biology may be obtained either within a general, a teacher certification, or a pre-professional curriculum. Ancillary requirements for the major include Mathematics 112, 160; Chemistry 111, 113, 217 or 227 and 228; and Physics 221-222 or Physics 251-252. Mathematics 222 is an additional requirement in the pre-professional curriculum. Those students who take Mathematics 222 may elect to take Biology 275 instead of Mathematics 160. The major consists of a minimum of thirty-two semester hours (thirty-six hours in the general curriculum), and includes 111, 200, one laboratory course in the 201-203 series, 327, 342, 346, and 437.

A student may elect a major in Natural Science or in Science Education with a concentration of twenty-four semester hours in Biology. It is recommended that the concentration include 111, 200, one laboratory course in the 201-203 series, 327, 342, 346 and 437, and that careful attention be given to selection of cognate courses in Mathematics and other sciences.

111. Basic Biology (4).
An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution and ecology. Prerequisite to all other biology courses.

Courses numbered 200 to 275 are open to all students who hold credit for Biology 111.

200. Organismal Biology (3).
A study of the diversity and unifying principles of life. The evolutionary theory is considered as the unifying concept. One laboratory course in the series 201-203 is corequisite for one additional credit-hour. Other laboratory courses in the series may be taken, either concurrently with 200 or subsequently, for two credit-hours each.

201. Laboratory in Bacteria, Bluegreen Algae, Protozoa, Sponges, and Fungi (1 or 2).

202. Laboratory in Algae and Plants (1 or 2).

203. Laboratory in Animals (1 or 2).

212. Human Biology (4).
A study of man from the standpoint of body structure and function, cultural development, and biological relationships. (See Biology 221).

213. Environmental Biology (4).
Analysis of environmental problems with applications of ecological knowledge to the restoration and maintenance of life-sustaining quality in the world ecosystem.

214. Human Genetics (4).
An introduction to the genetic make-up of humans and to genetic issues of importance to modern society such as radiation effects, transplantation, racial differences, counseling, genetic engineering, and aging. Mostly for non-biology majors.

221. Human Anatomy and Physiology (4).
A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Credit may not be received for both 212 and 221.

223. Invertebrate Zoology (4).
A phylogenetic approach to the biology of invertebrate groups.

224. Vertebrate Natural History (4).
A study of vertebrate evolution, functional morphology, behavior, natural history and distribution.

226. Ornithology (4).
An introduction to the study of birds. Identification, classification, evolution, ecology, behavior, and life histories will be emphasized. The study of birds in their natural habitats will be emphasized during the laboratory periods.

238. Developmental Anatomy (4).
An integrated approach to the study of comparative vertebrate anatomy and embryology.

241. Field Botany (4).
Collection, identification, and natural history of vascular plants.

242, 244. Short courses in plant biology of half-semester duration.
Attention is given to field relations, identification, comparative morphology, reproduction, and phylogeny.

242. Algology (2).
Freshwater, terrestrial, and marine algae.

244. Bryology (2).
Mosses, liverworts, and hornworts.

275. Biometry (4).
The gathering, processing and analyzing of quantitative biological data. Experience is provided in the use of the elementary statistical methods and computational devices, including the IBM 1130 computer and facilities of the Triangle Universities Computation Center. The topics studied are fundamental in Biology.

327. Ecology (4).
A study of the interactions which determine the distribution and abundance of organisms. Prerequisites: Biology 200, Chemistry 111, Mathematics 160 or Biology 275; or permission of the instructor.

331. Invertebrate Paleontology (4).
See Geology 331. Prerequisites: Biology 200, 223, or Geology 112; or permission of the instructor.

332. Paleobotany (3).
See Geology 332. Prerequisites: Biology 200, 241, or Geology 112; or permission of the instructor.

334. Microbiology (4).
A treatment of the fundamental aspects of the biology of microorganisms, primarily bacteria. Prerequisites: Chemistry 111, 113.

342. Genetics (4).
A study of heredity. Prerequisites: Chemistry 111, 113, Mathematics 160 or Biology 275, and eight hours in Biology; or permission of the instructor.

346. Cell Physiology (4).
An introduction to the chemistry, physics, and functional organization of cells. Prerequisites: Physics 222 and Chemistry 217 or 227-228.

437. Animal Physiology (4).
An analysis of physiological mechanisms in animals, with emphasis on the organ level of organization. Prerequisites: Biology 200, Mathematics 160 or Biology 275, and Biology 346.

447-448. Biology Thesis (2-2).
The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

460. Special Topics (2).
Investigation of an important aspect of modern biology under the supervision of a staff member. Students may register for this course only by prior arrangement with the instructor.

BUSINESS

PROFESSOR: DR. PETERSON
VISITING PROFESSORS: MR. MILLER, DR. SCHILPP, DR. STRANGE
ASSOCIATE PROFESSORS: MRS. BEASLEY, MR. FOLWELL, MRS. MULKEY, MRS. SIKES, COL. VERMILLION
ASSISTANT PROFESSORS: MRS. LOCKERMAN, DR. WU
INSTRUCTORS: MR. FLOWERS, DR. SHABICA, MR. WOODALL

Four-Year Curricula Leading To Bachelor Degrees

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 325, 333, 334, 335, 443, 444, Business Administration, 200, 221, 222, 313, 314, either 331 or 332, Data Processing 225, Economics 223, 224, 357, 453, 447.

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, 332, 336, Data Processing 225, Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in Data Processing (BBA): Accounting 213, 214, any 300 level Accounting Course II, Business Administration 200,

221, 222, 313, 314, 331, Data Processing 225, 226, 341, 342, 343, 451, 452, 461, 462, Economics 223, 224, 453.

Requirements for a major in Economics (BS), (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 559, and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 222.

Requirements for a major in Trust Management (BBA): Accounting 213, 214, 333, Business Administration 200, 221, 222, 314, 336, 433, 435, Data Processing 225, Economics 223, 224, 453, Trust Management 315, 330, 430, 431, 530, 531, 532, 533, 535.

Requirements for a major in Business Education (Basic) (BS): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 331, 332, 336, Data Processing 225, Economics 223, 224, 453, Education 221, 341, 431, 441, 452, 453, 457, Secretarial Science 331 and two courses in typing.

Requirements for a major in Business Education (Comprehensive) (BS): Accounting 213, 214, Business Administration 200, 221, 222, 313, 332, 336, Data Processing 225, Economics 223, 224, Education 221, 341, 431, 441, 452, 453, 457, Secretarial Science 115, 116, 120, 225, 331, 332 and two courses in typing.

Two-Year Vocational Curricula Leading To Associate Degrees

Requirements for a major in Secretarial Science (AA): English 111, 112, 221, Health 111, PE 2 hours, Math (either 111, 140, or 160), Psychology 222, Religion 101 and one religion elective, Accounting 213, Business Administration 221, 336, Secretarial Science 111, 112, 115, 116, 120, 221, or 222, 225, 226, 229, 230, 331, 332, 333.

Requirements for a major in General Business (AA): English 111, 112, 221 or 222, Health 111, PE 2 hours, Math (either 140, or 160), Psychology 222, Government 229, Religion 101 and one religion elective, Accounting 213, 214, Business Administration 200, 221, 222, 313, 336, Economics 223, 224, Secretarial Science 111, 331.

ACCOUNTING

213-214. Accounting Principles (4, 3).
A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of special columnar journals, worksheets, financial statements, negotiable instruments and departmental costs.

323-324. Intermediate Accounting (3, 3).
A study of the principal accounting statements. A review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

325. Managerial Accounting (3).
A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions — what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

333. Taxation (3).
A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure.

334-335. Cost Accounting (3, 3).
The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, process costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

443. Auditing (3).
A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: Business Administration 323, 324.

444. Advanced Accounting (3).
A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisite: Business Administration 323, 324.

BUSINESS ADMINISTRATION

200. The Philosophy of Business (3).
Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism, government protection, regulation, and control of business; problems of poverty and famine, inequality, conservation of resources, pollution, monopoly, trade unionism, automation, and managed currencies. Course includes discussion of business policy for corporate executives.

221-222. Business Law (3, 3).
The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and

commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

313. Principles of Marketing (3).
A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

314. Corporation Finance (3).
A study of the principles, methods, and problems relating to managing the current and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisite: Accounting 214.

331. Principles of Management (3).
A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

332. Personnel Management (3).
A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

336. Business Communications (3).
A study of theory and practice in communications for business purposes. Focus is primarily in three areas: The theory, process and problems of communication; Development of effective internal communications and practice; Development of effective external communications and practice.

400. Human Behavioral Laboratory (3).
A course designed to consider human relations and the positive cooperative efforts of people working together in a mature manner from the behavioral science viewpoint. Principal stress is placed on the importance of developing and maintaining a positive mental attitude in our total life environment. A major goal will be to further understanding of human dynamics and the process of interaction. Prerequisite: Principles of Management 331. Not offered every semester.

433. Principles of Insurance (3).
A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisites: Junior standing, completion of Business Law 222; or approval of instructor.

435. Principles of Real Estate (3).
Fundamental principles and problems in purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224

441. Retail Management (3).
A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions.

442. Advertising (3).
The purpose of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

500. The Philosophy of Voluntary Association (3).
The nature of man; individual differences and social adaptation; advantages and costs of cooperation; meaning of freedom and responsibility; the morality, economics and politics of voluntary associations.

536. Seminar in Management (3).
A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing in Business Administration and permission of the instructor.

550. The Practice of Management (3).
A course designed to focus on an overall organization and to gain an understanding of the tasks, requirements, responsibilities and practices of the manager. Subject matter discussed covers areas of concern with which all managers can expect to deal and in which all managers have to be literate regardless of functional background, or purpose and size of their organization. Prerequisite: Senior standing in Business Administration and permission of the instructor.

DATA PROCESSING

225. Introduction to Automated Data Processing (3).
A general introduction to the historical development of data processing, its role in present-day life, its future potential, concepts and basic features of automated data processing systems — hardware and software, and the

types of people required by these systems — professional and technical. In this course the student will learn to program a computer using FORTRAN, prepare data for entry into the computer, and operate a computer.

226. Program Logic and Flowcharting (3).
An approach to computer programming from a "logic" point of view. Emphasis is on the logical solution, not on an actual computer program for the stated problem. The Flowchart is a pictorial description of program logic.

241. Programming I (3).
The programming of introductory level business applications such as payroll, accounts payable, accounts receivable, inventory control.

342. Programming II (3).
The programming of intermediate level business applications such as accounting reports, cost reports, department reports, sales analysis.

343. Programming III (3).
The programming of advanced level business applications such as budget control, profit and loss statements, management information reports.

351. System Analysis I (3).
The analysis and design of introductory level business systems such as payroll and accounts receivable.

352. System Analysis II (3).
The analysis and design of intermediate level business systems such as cost reports and sales analysis.

353. System Analysis III (3).
The analysis and design of advanced level business systems such as budget control and management information reports.

451. Data Processing Organization (3).
Course is designed to develop an understanding for the need for data processing organization, changes required by organization growth, equipment and software replacement, geographical factors and shifts in management policy.

452. Data Processing Management (3).
The manager's role in data processing, his relationships and responsibility to those outside the data processing activity and to those inside that activity. The importance of the planning function adaptations he can expect to have to adjust to with growth, equipment change, etc.

461. Data Processing Case Study (3).
A series of cases involving a wide variety of data processing management problems permitting student firsthand involvement in class problem discussion in arriving at possible solutions and examination of their relative merits.

462. Data Processing Design Project (3).
A project wherein students are given requested system requirements data and then required as a group to analyze the data, determine a system design, program the system and test it using data furnished to them.

ECONOMICS

223. Economics (3).
A study of the national economy with emphasis on economic institutions; determination of national income; economic fluctuations, functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

224. Economics (3).
A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

333. Intermediate Economic Theory (3).
Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224.

334. Money, Income and Employment (3).
A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223-224.

357. Public Finance (3).
A study of the revenues and expenditure of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

447. Public Control of Business (3).
Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government created monopolies. Prerequisites: Economics 223-224.

448. Quantitative Methods (3).
A study of the use of statistics in evaluating empirical evidence. Topics include: the requirements for a statistical method to be valid, linear programming and a survey of operations research techniques. Prerequisites: Math 140-160.

453. Money and Banking (3).
The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

454. Labor Economics (3).
Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economics implications of labor policy. Labor relations and the community.

455. Comparative Economic Systems (3).
Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

456. History of Economic Doctrine (3).
A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

458. International Economics (3).
A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

459. Senior Seminar in Economics (3).
Selected topics with small classes. Prerequisites: Economics 223-224.

460. Independent Study (3).
Offered with permission of department chairman.

510. Economic Forecasting (3).
A review of business cycle theory and forecasting methods open to firms and government agencies concerning entrepreneurial, production and financial decisions on both macro and micro bases. Emphasis is on economic indicator statistical series. The aim is to forecast changes in business activity, price levels, interest rates, stock market, employment, population and Gross National Product for the United States and selected countries. Prerequisite: Senior standing.

TRUST

315. Management of a Trust Department (3).
A study of organization, staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitableness in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business. Prerequisites: Wills, Estates and Trusts 330.

330. Wills, Estates and Trusts (3).
A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a depositive device. The planning and administration of property in estates, trusts and guardianships.

430. Fiduciary Law (3).
A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

431. Introductory Investments (3).
A study of the field of investments; the securities markets; classes and characteristics of media; mathematics of investments; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 214, Corporate Finance 314.

530. Fiduciary Law (3).
A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

531. Advanced Investments (3).
A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

532. Estate Planning Seminar (3).
A study of the principles and techniques of planning the disposition of property by will and trust. Fields covered include wills, intervivos trusts, insurance trusts, pension and profit sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of personal plan and will. Prerequisite: Taxation 533.

533. Taxation (3).
A study of the basic principles and major problems of federal estate and gift laws in the light of the Tax Reform Act of 1969. Some attention will be given the problems of local inheritance tax laws. Prerequisite: Taxation 333.

535. Estate Administration and Accounting (4).
A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an estate and focuses upon the major fiduciary functions of administrative law and court proceedings, income tax and gift and estate tax preparation, investments, accounting which requires the student to set up and operate a complete set of books and prepare all necessary court accountings, making final distribution per terms of the Last Will and Testament. One hour lab session follows each class period.

SECRETARIAL SCIENCE

111. Beginning Typewriting (2).
A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students, 35 words a minute.

112. Elementary Typewriting (2).
Measurement of basic and production skills, with emphasis on letters, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

115. Beginning Shorthand (3).
The principles of Diamond Jubilee Shorthand are taught. Sufficient writing practice is given to develop a writing speed of 60 words a minute.

116. Elementary Shorthand (3).
Dictation and transcription are stressed. Emphasis is placed on word-division, spelling, punctuation, correct grammar. Sufficient writing practice is given to develop a writing speed of 80 words a minute.

120. Elementary Transcription (2).
The fusion of the skills of English, shorthand, and typing are stressed to the end that efficiency in producing mailable transcripts is attained. Transcription of a minimum of fifty mailable letters and five articles at a reasonable speed is required.

221. Advanced Typewriting (2).
Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

222. Advanced Typewriting (2).
Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; accounting students, 55 words a minute.

225-226. Advanced Shorthand (3, 3).
An intensive review of Diamond Jubilee Series Shorthand is given. Practice is provided in the construction of new outlines by evolution drills. A minimum dictaphone speed of one hundred words a minute is required.

229-230. Advanced Transcription (2, 2).
A continuation of Transcription 120 is pursued. Basic techniques of transcription are refined and improved. Transcription of a minimum of fifty mailable letters and five articles at commercially accepted standards is required a semester.

331. Office Machines (2).
Speed and accuracy are stressed in the operation of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

332. Office Management (3).
This course is designed to provide an opportunity for an individual to understand himself and his relationships with others. Special emphasis is placed on small group word in problem-solving situations.

333. Office Practice (1).
A study in filing, key punch, dictaphone transcription, duplicating, and other office procedures. Prerequisite: S.S. 112.

CHEMISTRY

PROFESSORS: DR. JUNG, DR. HOVIS
ASSOCIATE PROFESSOR: DR. PETERSON
INSTRUCTOR: MRS. ANDERSON

Requirements for a major in Chemistry: A candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 334, and courses numbered above 228 to total a minimum of thirty-five semester hours. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the third course in Calculus and acquire a reading knowledge of German and/or French.

Requirements for a Teacher's Certificate: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Chemistry as his area of concentration should satisfactorily complete twenty-four semester hours in this area, and six semester hours in each of the following: Physics, Earth Sciences, Biology, and Mathematics. To meet the requirements in the area of Chemistry, the following courses are recommended: Chemistry 111, 112, 113, 207, 215, and one additional elective course in Chemistry. (See Department of Education for professional education courses required of prospective teachers.)

111. General Chemistry (4).
A broad overview of the various divisions of Chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

112. Environmental Chemistry (4).
Some of the chemistry involved in the natural balance of the components of our environment; and some chemical effects of pollutants. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring)

113. Qualitative Analysis (4).
The fundamental principles, problems, and methods of separation and identification of the common cations. Prerequisite: Chemistry 111.

207. Elementary Organic Chemistry (4). An introductory course designed for nurses, medical technology students, and others who desire a semester of organic chemistry. Prerequisite: One year of college chemistry.

215. Quantitative Analysis (4). A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall)

227, 228. Organic Chemistry (4, 4). A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, carbohydrates, and proteins. Prerequisite: Chemistry 113. (Fall, Spring).

327, 328. Separation and Analysis in Organic Chemistry (4, 4). Presents both in theory and in practice, the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry. (Fall, Spring).

331. Inorganic Chemistry (4). A course dealing with descriptive and theoretical inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215. (Spring).

334, 335. Physical Chemistry (4, 4). The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 222. (Spring, Fall).

429. Organic Preparations (2). A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

431. Inorganic Preparations (2). A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

445, 446. Chemical Research (2-4). An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

451, 452. Literature Seminar (1, 1). Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

EDUCATION AND PSYCHOLOGY

PROFESSORS: DR. STRUM, DR. FREEMAN, DR. TURNER
ASSOCIATE PROFESSORS: DR. CALVERT, MRS. GRAY, DR. NOBLE
ASSISTANT PROFESSORS: MRS. PARKER, MR. TAYLOR, MR. NICHOLSON, DR. JONES, DR. EDGERTON, DR. BUNTING, DR. JENKINS

OBJECTIVES

The purposes of the Department of Education and Psychology are as follows:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the important functions of the college since it became a senior college.
2. To provide a major in Elementary Education.
3. To provide a major in Psychology.
4. To contribute to the overall general education objectives of the college through courses in Education and Psychology.

ADMISSION POLICY FOR TEACHER EDUCATION

All students desiring a program leading to teacher certification MUST be approved for (1) admission to the Teacher Education program and (2) admission to student teaching.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following requirements:

1. A minimum grade point average of 2.00 in the major field, in overall scholastic work, and a C or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.

Application for admission to student teaching should be submitted by the second semester of the Junior year and prior to November 1 or March 1.

The criteria for admission to Student Teaching include the following:

1. A minimum g.p.a. of 2.15 in 1978-1979; 2.25 in 1979-1980 in overall scholastic work; a minimum of 2.00 in the major field, and a "C" or better in all professional education courses. *These averages must be met by the beginning of the semester the student plans student teaching.*
2. Approval of Major Department and Department of Education.
3. No probations, academic or otherwise.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be obtained. In addition, all course requirements must be met along with satisfactory scores on the National Teachers Examination.

PROFESSIONAL COURSE REQUIREMENTS

Early Childhood Education (K-3).

The following professional courses should be taken in the sophomore and junior years, or prior to the student teaching semester:

Education 221 — Introduction to Education
Psychology 222 — General Psychology
Education 351 — Early Childhood Education
Education 433 —Language Arts for Early Childhood Education
Education 440 — The Teaching of Reading in the Elementary School

The following professional courses should be taken during the first half of the student teaching semester:

Education 431 — Educational Psychology
Education 435 — Teaching Mathematics in K-3
Education 448 — Social Studies for Early Childhood
Education 450 — The Science Curriculum, Methods and Materials for Early Childhood Education
Education 454 — Audio-Visuals
Education 457 — (6 semester hours) Student Teaching (Elementary) is taken during the last half of the semester.

Intermediate Education (4-9).

The following professional courses should be taken in the sophomore and junior years, or prior to the student teaching semester:

Education 221 — Introduction to Education
Psychology 222 — General Psychology
Education 341 — Human Growth and Development
Education 352 — Intermediate Education
Education 434 — Language Arts for Intermediate Levels
Education 440 — The Teaching of Reading in the Elementary Schools

The following courses should be taken the first half of the student teaching semester:

Education 431 — Educational Psychology
Education 436 — Teaching Intermediate Mathematics
Education 449 — Social Studies for the Intermediate Level
Education 451 — The Science Curriculum: Materials and Methods for the Intermediate Level.
Education 454 — Audio-Visuals
Education 457 — (Student Teaching Elementary) (6 semester hours) Taken the last half of the semester.

Secondary Education

The following courses should be taken during the sophomore and junior years:

Education 221 — Introduction to Education
Psychology 222 — General Psychology
Education 341 — Human Growth and Development
Education 441 — The Teaching of Reading in the Secondary Schools

The following courses should be taken the first half of the student teaching semester:

Education 431 — Educational Psychology
Education 452 — The Secondary School
Education 453 — General Methods in Teaching Secondary School (and Methods in the Content Area)
Education 454 — Audio-Visuals
Education 458 — (Student Teaching Secondary) (6 semester hours) Taken the last half of the semester.

All candidates for a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades — a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department.

Requirements for a major in Psychology: 30 semester hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. No more than 9 hours may be received through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in biology and sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 554 (Labor Economics). Anyone planning to work in the public school should take Education 221. The foreign language recommended for graduation is either French or German. Psychology majors may qualify for either a Bachelor of Arts or a Bachelor of Science degree.

EDUCATION

221. Introductory to the Study of Education (3).
Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be

a foundation for further study in education and a general college elective. Required for all prospective teachers.

341. Human Growth and Development (3).
Early postnatal life: physical growth and development; development of motor abilities, the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence, parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Required for all prospective teachers. Prerequisite: Psychology 222.

351. Early Childhood Education (3).
The development, philosophy, and aims and purposes of the K-3 school with particular attention paid to the curriculum, the organizational patterns and working relationships for use in developing learning environments for young children ages five through eight or nine. Prerequisite: Education 221.

352. Intermediate Education (3).
The development, philosophy, and aims and purposes of the elementary and junior high school with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for pre- and early-adolescent pupils — ages nine through fourteen or fifteen. Prerequisite: Education 221.

353. Introduction to Special Education (3).
The development, philosophy and aims of Special Education with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for exceptional children and youth. Prerequisites: Education 221 and Psychology 222.

431. Educational Psychology (3).
A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance assessment; and the evaluation of research in educational psychology. Required of all education majors. Prerequisite: Psychology 222.

433. Language Arts for Early Childhood Education (3).
Traditional and innovative approaches to the teaching of the language arts appropriate for young children. Emphasis is placed on large and small group instruction, individualized learning through centers for reading, listening, oral communication, writing, word recognition skills, and the development and effective use of learning materials — teacher made and commercial. (Required for Early Childhood Certification.)

434. Language Arts for Intermediate Levels (3).
Traditional and innovative approaches to the teaching of the language arts appropriate for pre- and early-adolescent pupils. Emphasis is placed on oral and written communication and reading, appraisal of current programs, methods, and materials. Course includes becoming familiar with innovative trends in the development of individualization in creative writing, penmanship, spelling, transformational grammar, literature, and library skills. (Required for Intermediate Certification.)

435. Mathematics for Early Childhood Education (2).
Prerequisite: Math 301 and 302 or equivalent. Presents modern techniques of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Early Childhood Certification.)

436. Mathematics for Intermediate Education (2).
Prerequisite: Math 301 or 302 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing in pre- and early-adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Intermediate Certification.)

440. The Teaching of Reading in the Elementary Schools (3).
The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experience in schools constitutes part of the requirement. (Required for Elementary Certification.)

441. The Teaching of Reading in the Secondary Schools (3).
This survey course in developmental and corrective reading instruction considers issues, objectives, methods and materials for grades 7-12. Specific areas covered are an understanding of the nature of reading, initial reading

procedure; word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities, and a variety of methods and materials. *Includes teaching of reading in the content areas.* Laboratory experiences in schools constitute part of the requirement. Required for Secondary Certification.

447. Improvement of Reading (3).
Principles of diagnosis; selection of materials; individualizing instruction and evaluation techniques for improving reading skills and reading in the subject areas. Prerequisite: Education 440, 441 or the equivalent, or teaching experience.

448. Social Studies for Early Childhood (2).
The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, on techniques for developing classroom environment, experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and a value system. (Required for Early Childhood Certification.)

449. Social Studies for the Intermediate Level (2).
An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selection and utilization of learning materials, specialized equipment, and resources, including human. (Required for Intermediate Certification.)

450. The Science Curriculum, Methods and Materials for Early Childhood (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources — natural and human, evaluation and integration of science concepts and skills into the total learning environment for young children. (Required for Early Childhood Certification.)

451. The Science Curriculum, Methods and Materials for the Intermediate Level (2).
A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, class instruction, individualized learning through interest centers, development of field resources — both natural and human, evaluation and integration of science concepts and skills in the life patterns and career choices of the pre- and early adolescent pupil. Opportunity is provided for the intermediate teacher candidate to develop science as an area of concentration. (Required for Intermediate Certification.)

452. The Secondary School (3).
The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims, purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. (Required for Secondary School Certification.)

453. General Methods in Teaching Secondary School (1½).
Study of the general methods, techniques, practices and the selection and organization of instructional materials, and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject area methods are required for certification.

454. Audio-Visual (1).
Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids. (Taken in block.)

457. Student Teaching (6). (Elementary).
Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program.

458. Student Teaching (6). (Secondary).
Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will

participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program.

PSYCHOLOGY

Students are encouraged to become involved in as many community activites as possible such as tutoring culturally deprived children and being "Big Brothers or Sisters." There is also a volunteer activity at the Mental Health Center which involves a telephone service for people in distress.

222. General Psychology (3).
A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

232. Social Psychology (3).
The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior, social movements.

260. Developmental Psycholoigy (3).
The effect of the bio-social field on man and the psychological evolution through the life span.

330. Experimental Psychology (4).
An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course.

364. Psychology of Personality (3).
A study of the normal personality including a review of factors which influence personality and individual differences.

365. Industrial Psychology (3).
This is a study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior.

366. Statistics I (3).
(See Mathematics 160.)

368. Psycholoigy of Learning (3).
A survey of the major concepts and experimental methods of learning.

369. Physiological Psychology (3).
A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems.

372. Perception (3).
A study of vision, audition, chemical senses and psycho-physical methods.

373. Psychology of Exceptional Children (3).
A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities.

385. Psychology Club Seminar (1).
Psychology majors who have been active in the psychology club for one semester may receive 1 semester hour credit for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

461. Abnormal Psychology (3).
A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: 9 hours of Psychology.

463. Educational and Psychological Testing (3).
The principles of educational and psychological standard tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee, two dollars.

467. Statistics II (3).
A study in statistical inference, correlational techniques, "T" test and analysis of variance will be considered.

471. Clinical Psychology (3).
A survey of the field of clinical psychology covering the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 461 and 364.

475. Theories of Personality (3).
A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only.

480. History of Psychology (3).
This course is an over-all view of the origins of movements, psychological concepts and fields of study. Prerequisite: 12 hours of psychology.

490. Practicum in Mental Retardation (3).
Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of

behavior modification techniques, intelligence testing, and participation in classroom activities.

Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

492. Practicum — Techniques of Counseling (3).
The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student will also write papers concerning some aspect of counseling and his work experiences. He will also develop and write a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

493. Practicum — Techniques of Counseling (3).
Continuation of Psychology 492.

497. Practicum — Intensive Work Experience (6).
Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

Independent Study (3).
A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

ENGLISH

PROFESSORS: DR. BURKOT, DR. GRAHAM, MRS. KENNEDY, MR. SISTRUNK
ASSOCIATE PROFESSORS: MRS. CHRISTIAN, MS. STEWART,
ASSISTANT PROFESSORS: MRS. WOOTEN-HAWKINS, DR. JENKINS, MR. RICHARDSON, MRS. WHITLEY
INSTRUCTORS: MRS. EDGERTON, MISS SEGREST, MRS. WHITESIDES

Requirements for a major in English: 36 hours with a "C" average or better in English beyond the freshman level are required for the teaching and non-teaching major. Eighteen hours in English beyond the freshman level are required for students who wish to major in another curriculum with a concentration in English; nine of these eighteen hours must be courses on the 300 level or above. Students who wish to use English as a related field of concentraiton must ask for advice and approval of the English Department.

Requirements for a Teacher's Certificate: An English major as described above, but with these specific requirements: British literature (from courses numbered 300 and above), 6 semester hours; American literature (from courses numbered 300 and above), 6 semester hours; English 336-B (Modern Grammar), 3 semester hours; English 443 (Methods of Teaching English) whose semester hours may not be applied toward the total number of hours required for the student who majors in English and fulfills requirements for the teacher's certificate. English electives, 12 semester hours. Total number of semester hours for the teaching major in English — 42. Regarding electives — the following courses are strongly recommended: Speech 113 (Voice-Diction), Speech 114 (Oral Interpretation), Journalism, Creative Writing, Playwriting and Directing, Adolescent Literature, Advanced Grammar and Composition. Also, specific courses may be selected by the student and his advisor in order to meet his special needs and interests and to enable him to meet the competencies outlined by the State Department of Education. (See the Department of Education for a statement of requirements in Education for prospective teachers.)

111. Composition (3).
A course designed to make the student proficient in written composition.

112. Composition (3).
A course designed to provide more experience in written composition and to introduce the student to poetry, fiction, and drama.

221. British Masters (3).
A study of selected works by major British authors.

222. American Masters (3).
A study of selected works by major American authors.

223. Masterpieces of Fiction (3).
A study of selected works of fiction — British, American, and Continental.

224. Masterpieces of World Literature (3).
A study of selected works by major literary figures.

228. Word Study and Vocabulary (2).
A systematic study of word origins and meanings with the objective of vocabulary building as a means of improving the ability to think, read, and communicate effectively. Prerequisite: English 111-112.

229. Creative Writing (3).
A study of the techniques of writing primarily poetic and prose fiction and secondarily non-fiction.

321-A. Masters of English Literature (3).
Before 1750.

321-B. Masters of English Literature (3).
After 1750.

328. Child Language Development (3).
Intended primarily for K-3 elementary education majors, this is an introduction to three grammars — traditional, structural, and transformational. Emphasis will be placed on spelling and current American usage.

329. Contemporary World Literature (3).
Readings in translation from the major contemporary world literary figures. Readings might be centered around a theme, a literary problem, or a nationality.

331. Literature of the English Renaissance (3).
A study of main Renaissance religious and philosophical ideas as they appear in works of literary figures in Renaissance English.

332. Shakespeare Survey (3).
A comprehensive survey of Shakespeare's plays, based upon a study of selected works illustrating his development and significance as a dramatist. Some supplementary readings in the fields of Shakespearean criticism, and the Elizabethan theatre and English life.

333. History of the English Language (3).
The development of our language from its origins to modern times; some texts of Chaucer are studied to illustrate Middle English. The course surveys the language in relation to changing society and to the literature of successive periods.

335. Children's Literature (3).
A course for students who expect to teach the language arts in the elementary school, including the reading and evaluation of literature designed for children, with some attention to illustrators and other visual arts. This course is open to majors in Elementary Education only.

336-A. Advanced Grammar and Composition (3).
An intensive study of traditional grammar with strong emphasis on current American usage and composition.

336-B Modern Grammar (3).
The systematic study of the phonology, morphology, and syntax of English with emphasis on the development of language study and on modern approaches to the study of American English.

338. English Drama (3).
The history of English drama, with the reading of representative masterpieces of dramatic composition from the medieval beginnings to 1642, exclusive of Shakespeare.

440. English Literature of the Neo-Classical Period (3).
A study of such authors as Dryden, Pope, Swift, and Johnson, belonging to the classical tradition; also, the beginning of Romanticism in poets of the eighteenth century.

441. Poets and Prose Writers of the Romantic Period (3).
Wordsworth and contemporary poets; literary critics, including Coleridge; essayists, including Lamb.

444. Poets and Prose Writers of the Victorian Period (3).
Tennyson, Browning and contemporary poets; Macaulay, Carlyle, Ruskin, and other prose writers. Attention is paid to the social and philosophical aspects of this era as revealed in the literature.

445. The English Novel (3).
A study of important and representative English novels, chiefly of the nineteenth century.

451. Modern Drama (3).
From Ibsen to the present. Realism and naturalism; various developments in non-realistic drama, such as symbolism and expressionism. Continental writers important in the modern drama; British and Irish dramatists; American playwrights beginning with O'Neill.

452. Modern British and American Poetry (3).
A study of selected British and American poets, chosen to represent poetic range and direction, philosophies and artistic techniques, and conflicting diversities, from about 1912 to the present.

453. Nineteenth Century American Fiction (3).
An examination of the human condition as imaged in the world-views of the novels of nineteenth century America.

455. Contemporary American Fiction (3).
A study of selected contemporary American writers of prose fiction, with attention to changing aesthetic, social and literary conventions.

456. Seminar (3).
Subjects for in-depth analysis and discussion to be drawn from varying areas of literary interest and concern.

457. Contemporary Literature 1914 to the Present (3).
Survey of modern English and American literature, with principal attention to the major developments in fiction, poetry, and criticism.

460. Independent Study.
Requirements are established in consultation with an instructor.

499. Senior Essay (3).
An independent study the subject of which is selected by the student in consultation with the student's chosen professor. In addition to the essay the study will culminate in an oral examination.

IN-COURSE HONORS AND SENIOR ESSAY

The English Department has instituted a program that will provide two areas in which the able student may undertake independent study for both credit and recognition — In-Course Honors and a Senior Essay. The In-Course Honors work is to be independent study undertaken as an adjunct to an upper level English course, whereas the Senior Essay is to be directed independent study in an area selected by the student. English majors may work toward an honors degree in English by undertaking two In-Course Honors courses and the Senior Essay. However, the department encourages interested students to pursue a plan of independent study (In-Course Honors) whether or not they plan to undertake the departmental honors program.

FOREIGN LANGUAGES

PROFESSORS: DR. EARP, DR. BURKOT
ASSOCIATE PROFESSORS: MR. D. PHELPS, DR. R. PHELPS, MR. JAMES W. WILSON

The foreign language requirements for a degree at Campbell College are: completion of the survey courses for a B.A; completion of the intermediate level for a B.S.; and completion of the elementary level for a B.B.A., B.M.E., or B.S. for Elementary Education. Students who have completed two units of the same language in high school will satisfy the Campbell College requirements in elementary language, and they should begin in courses numbering 111-112.

Beginning and intermediate language courses are taught sequentially: 101 and 111 are offered in the fall and in the first summer session; 102 and 112 are offered only in the spring and in the second summer session.

The chairman of the department will send a detailed outline for each course and answer any inquiries concerning the department.

Requirements for a French major without certification to teach: 111, 112, 221, 222, 231, 232, 250, 300, and three other French courses above the beginning level. This major is a general liberal arts preparation for most types of employment or for graduate studies in any of the humanities or social sciences.

Requirements for a French major with North Carolina certification to teach in secondary schools: 111, 112, 221, 222, 231, 250, 300, 400, and three courses of French above the beginning level.

Requirements for certification by the State of North Carolina to teach in secondary schools: Education 221, 341, 431, 441s, 452, 453, 457, and Psychology 222.

Requirements for a Spanish major and certification: At least 25% of all credit hours required for graduation must be in courses in Spanish above 101-102 level; this requirement excludes the course in methods. The requirements of the State of North Carolina for instruction in the Education Department must also be met. It is recommended that a major in Spanish use the electives in the liberal arts area, preferably in another language. Upon request, the Foreign Language Department will tender a detailed schedule for the prospective major.

The elementary courses in Greek are ten semester hours; the survey courses are offered in alternate years. Those students who have had one survey course and are unable to take the second because of the time element may substitute one course in Classical Civilization for foreign language credit. Foreign language credit for a course in Classical Civilization will be counted only for the students in that particular group.

Three courses in Latin will be offered each semester. Latin is recommended for all students in any liberal arts area; it is especially recommended for students majoring in government and for those who expect to take law.

FRENCH

101-102. Elementary French (3, 3).
Reading, writing, speaking, listening.

111-112. Intermediate French (3, 3).
Continued study of basic skills.
Prerequisite: French 101-102 or high school equivalent.

221-222. Survey of French Literature (3, 3).
The first semester treats French Literature until 1800; the second presents the literature since 1800. Special consideration is given to non-majors.

231-232. Composition and Conversation (3, 3).
Competency in speaking, understanding and writing conversational French.

250. Phonetics and Pronunciation of French (3).
Individual instruction in French pronunciation and a study of phonetic transcription.

290. Advanced French Grammar (3).
An elaboration of grammar and idiomatic usage.

300. History and Civilization of France (3).
The geography, patrimony and history of France.

320. Medieval French Literature (3).
Major texts of French until 1500.

330. French Renaissance Literature (3).
Poetry and Prose of major authors of the 16th century.

340. 17th Century French Literature (3).
French Classicism.

341. Molière (3).
The plays, the life, and the influence of Molière.

350. 18th Century French Literature (3).
The major texts of the *philosophies*.

360. Romanticism and Realism (3).
The first part of the 19th century in French literature: Authors from Constant to Flaubert.

370. Symbolism and Naturalism (3).
The latter part of the 19th century: authors from Nerval to Zola.

380. 20th Century French Literature (3).
Surrealism, existentialism, the nouveau-roman, and the major authors since 1900.

400. Methods and Materials of Romance Language Teaching (1½).
Principles of pedagogy unique to teaching a foreign language.

SPANISH

101-102. Elementary Spanish (3, 3).
Introduction to the basic skills of the language — reading, writing, speaking and aural comprehension.

111-112. Intermediate Spanish (3, 3).
Continued practice in the basic skills; review of grammar; reading of selected literary texts. Prerequisite: 101-102.

221-222. Survey of Spanish Literature (3, 3).
An historical treatment of the main currents of Spanish literature, with analytical studies of selected readings in each period; emphasis upon the literature of Spain as the common heritage of the Spanish-speaking world. Prerequisite: 111-112.

241-242. Survey of Spanish American Literature (3, 3).
Reading and discussion of passages from representative authors; comparison with peninsula literature; attention to regional differences in the culture as they affect the literature of Latin America.

331-332. Spanish Composition and Conversation (3, 3).
Advanced grammar and composition; phonetic analysis and drills; advanced audio-lingual exercises.

341-342. Latin American Area Studies (3, 3).
Independent study with weekly seminars. Geopolitical and psychosocial studies in Latin America. Four semesters of Spanish and a B+ grade average, and a need for the course are prerequisites.

GERMAN

101-102. Elementary German (3, 3).
Introduction to the basic skills of the language — reading, writing, speaking, and aural comprehension.

111-112. Intermediate German (3, 3).
Continued practice of the basic skills; aspects of German culture.

221-222. Survey of German Literature (3, 3).
The first semester reviews German literature from the Middle Ages to Goethe; the second semester studies German literature since Goethe.

GREEK

101-102. Elementary Greek (5, 5).
Greek grammar; selections from Greek prose writers and poets.

111. Intermediate Greek (3).
Grammar and Xenophon's Anabasis. Thorough drill in syntax.

221. The Meno of Plato (3).

222. Selections from the Greek New Testament (3).
(Given in 1974-1975 and alternate years thereafter.)

224. Selections from the Greek New Testament (3).
(Given in 1975-76 and alternate years thereafter.)

CLASSICAL CIVILIZATION

311. Greek Civilization (3).
This course will be concerned with those phases of Greek Civilization which have particular significance for the modern world. A knowledge of the Greek language is not required.

312. Roman Civilization (3).
A study of those phases of Roman Civilization which have the greatest meaning for modern civilization. A knowledge of the Latin language is not necessary.

LATIN

101-102. Elementary Latin (3, 3).
An introduction to the pronunciation, grammar, and vocabulary of Latin, reading of easy prose; survey of the history and civilization of Rome.

111. Cicero (3).
Review of Latin grammar; work in prose composition; readings from the orations and letters of Cicero; continuation of the survey of Roman history and civilization. Prerequisite: 101-102.

112. Vergil (3).
Reading of the Aeneid, Books I-VI; Study of the main characteristics of the Augustan age; continued work in grammar and composition. Prerequisite: 101-102.

221. Latin Prose (3).
Readings from the Latin prose authors with emphasis on the works of Caesar, Livy, and Pliny; study of Roman private life. Prerequisite: 111-112.

222. Horace (3).
Readings from the Odes and Epodes; study of Roman life and literature in the Augustan age. Prerequisite: 111-112.

GEOLOGY

PROFESSOR: DR. HOPE
ASSOCIATE PROFESSOR: DR. PERKINS
ASSISTANT PROFESSOR: DR. BUTTON
INSTRUCTORS: MR. HARVEY,
MR. WESTBROOK

Requirements for a major in Geology: A candidate for a Bachelor's degree with a major in Geology may select from the following courses to complete the required total of thirty-four semester hours: Geology 221, 332, 345, 362, 444, 447, 448, 452, and 462. Additional Geology courses offered (excluding Geology 115) must be taken without exception.

The candidate must also complete Mathematics 222 or equivalent, eight semester hours of Chemistry, and eight semester hours of Biology or Physics. Field trips will be made during the year in several courses.

Requirements for a teaching certificate: Students in Secondary Education who choose Earth Science as an area of concentration must satisfactorily complete twenty-four semester hours of Geology, including Geology 111 and 112, and a minimum of six to eight semester hours in each of the following areas:

Mathematics, Chemistry and Physics or Biology. The Department of Education lists additional requirements for teacher certification.

111. Physical Geology (4).
A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time, igneous, sedimentary and metamorphic geology; geologic structures; the action of wind, water, and glaciers. Three hours of lecture and two hours of laboratory.

112. Historical Geology (4).
A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

115. Introduction to Environmental Problems (3).
Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

221. Environmental Geology (3).
A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor.

223. Elements of Crystallography and Mineralogy (4).
An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 111 or eight semester hours of Chemistry.

224. Optical Mineralogy (3).
A study of the optical properties of minerals and the aid of the petrographic microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

326. General Petrology (3).
A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 224.

331. Invertebrate Paleontology (4).
The systematic classification of invertebrate fossils, their geologic range, distribution and probable habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

332. Paleobotany (3).
A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

333. Structural Geology (3).
The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112 and a working knowledge of trigonometry.

345. Principles of Economic Geology (3).
The occurrences, genesis, and the distribution of important metallic, nonmetallic, and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisite: Geology 223 *and* permission of instructor.

362. Field Study (1-2).
Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered

during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

436. Introduction to Field Geology (3).
Study and practice in the basic principles of geologic mapping, sampling, geologic data collection, tabulation and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and a working knowledge of trigonometry.

441. Principles of Sedimentation and Stratigraphy (3).
A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

444. Geomorphology (3).
A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

447. The Geology of Energy Resources (3).
A study of the basic concepts of energy; global energy requirements and reserves, followed by the geology of coal, oil shale, natural gas, petroleum, uranium and geothermal energy. Three hours of lecture per week. Prerequisites: Geology 441 or permission of the instructor.

452. Geology Seminar (1).
Discussions and presentation of reports on selected topics. Open to advanced students only. Meets one hour per week.

462. Geological Research (2-4).
Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented in thesis form. The amount of credit will be established by the department at the time that the problem is approved.

GEOGRAPHY

113. Physical Geography (3).
A survey of the natural landscape and the forces setting upon it. Introduction to geologic and meteorological processes affecting the earth. Three hours of lecture.

GOVERNMENT

PROFESSORS: DR. PURYEAR, DR. GASS, DR. MOORE
ASSISTANT PROFESSORS: DR. O'ROURKE, MR. TUCK
INSTRUCTOR: MR. MINIX

Requirements for a major in Government: Completion of at least 30 semester hours with a "C" average. Government 229, Government 230, and Government 451 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Concentration: A student may major in Social Science with a concentration in Government. For this program the student must complete 24 semester hours in Government including Government 229, Government 230, and either Government 450 or Government 451. In addition each student must complete 6 semester hours in each of three fields to be selected from Economics, Geography, History or Sociology.

Prerequisites: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450. Government 449 or 450 is a prerequisite for Government 451.

229. The National Government (3).
Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen.)

230. State and Local Government (3).
Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

231. Legislative Process (3).
A study of Congress and the state legislatures covering the legislative power structure, election of legislators, and the relations of the legislative and executive branches.

232. State Legislative Politics (1½).
The purpose of this course is to prepare student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to read a textbook dealing with the state legislative process, to gain a working familiarity with Robert's Rules of Order, and to participate in the research and writing of two bills to be introduced at the state meeting. Registration is by approval of Professor.

238. American Political Parties (3).
The main topics considered are the origins and development of American Political parties, their functions, organization, regulation, campaign methods, and elections.

337. Municipal Government (3).
The history, organization and administration of American municipal corporations are studied in some detail.

339. Studies in Revolutions (3).
(History 339). This course undertakes comparative studies of several aspects of selected revolutions in the modern world.

341. Comparative Government — Governments of Western Europe (3).
A comparative study is made of political institutions and constitutional practices of the United Kingdom, France, Germany, and Soviet Union.

342. Comparative Government — Totalitarian Governments (3).
A study is made of the basic theories of totalitarianism with particular attention focused on Communist governments.

345. International Relations (3).
Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of international organizations in general; and of international law as a necessary basic minimal rule.

445. Modern European Political Thought (3).
(History 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(History 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

447. Contemporary Political Thought (3).
(History 447). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, and Jacques Maritain, and to black political thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

448. American Foreign Policy in the Twentieth Century (3).
An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3, 3).
Gives an account of the living constitution by tracing practices, customs, traditions and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today.

451. Seminar in Constitutional Law (3).
A detailed examination of landmark cases of the Supreme Court and their implications.

452. Internship (3).
A supervised work internship with selected lawyers, governmental agencies or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors.)

PRE-LAW with a major in Government

After consultation with deans of various Schools of Law, the Government Department of Campbell College has developed a curriculum to aid a student in achieving admission to law school. The program meets all the college requirements for a Bachelor of Arts or Bachelor of Science degree and gives the student a major in Government. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role. The student should bear in mind that no curriculum guarantees admission to law school. Preparation is largely up to the individual student in cooperation with his Pre-Law advisor.

THE CURRICULUM

Freshman Year

First Semester

English 111	3 s.h.
History 111	3 s.h.
Fine Arts	3 s.h.
Math 111	3 s.h.
Foreign Language	3 s.h.
P.E.	1 s.h.

Second Semester

English 112	3 s.h.
History 112	3 s.h.
Government 229	3 s.h.
Math 160	3 s.h.
Foreign Language	3 s.h.
P.E.	1 s.h.

Sophomore Year

First Semester

English Literature	3 s.h.
Government 230	3 s.h.
Natural Science	4 s.h.
History 221	3 s.h.
*Foreign Language or Elective	3 s.h.

Second Semester

English Literature	3 s.h.
Government	3 s.h.
Natural Science	4 s.h.
History 222	3 s.h.
*Foreign Language or Elective	3 s.h.

Junior Year

First Semester

Economics 223	3 s.h.
Religion 101	3 s.h.
Natural Science	4 s.h.
Government 449	3 s.h.
BA 213 (Accounting)	4 s.h.

Second Semester

Economics 224	3 s.h.
Religion	3 s.h.
Health 111	2 s.h.
Government 450	3 s.h.
BA 214 (Accounting)	4 s.h.
Speech 113	2 s.h.

Senior Year

First Semester

Government 451	3 s.h.
Government	3 s.h.
Government	3 s.h.
History 343	3 s.h.
Philosophy 221	3 s.h.
Psychology 222	3 s.h.

Second Semester

Government	3 s.h.
Government	3 s.h.
History 344	3 s.h.
Data Processing 225	3 s.h.
Sociology 225 or 226	3 s.h.

*Foreign Language — Must complete through the intermediate level in the same course for the B.S. degree and at least six hours on the 200 level for the B.A. degree.

CORRECTIONS and POLICE SCIENCE

Campbell's work in Corrections and Police Science is geared to mesh with programs already underway in community colleges and technical institutes. It provides the last two years of a curriculum for a four-year program in this subject. With the understanding that this credit will be used for this purpose only, the College accepts in transfer up to 64 semester hours from the technical institutes for students majoring in Corrections and Police Science. The entering student must bring in transfer at least 36 semester hours in Criminal Justice or Corrections courses. Satisfactory completion of the course leads to the degree of Bachelor of Special Studies.

The core curriculum includes forty-two semester hours.

English 111, 112	6 s.h.
Religion 101	3 s.h.
Math 160	3 s.h.
Chemistry 111	4 s.h.
Fine Arts	3 s.h.
History 221, 222	6 s.h.
Government 229	3 s.h.
Government 230	3 s.h.
Sociology 225	3 s.h.
Sociology 226	3 s.h.
Psychology 222	3 s.h.
Health 111	2 s.h.

(The courses listed above may come as transfer credits or may be taken at Campbell.)

Professional Curriculum in Corrections includes seventy-two semester hours.

Corrections (Transferred Credits)	36 s.h.
Psychology 260	3 s.h.
Psychology 364	3 s.h.
Psychology 461	3 s.h.
Psychology 492	3 s.h.
Sociology 232	3 s.h.
Sociology 340	3 s.h.
Sociology 345	3 s.h.
Sociology 346	3 s.h.
Sociology 359	3 s.h.
Government 337	3 s.h.
Government 449, 450	6 s.h.
Electives — chosen to fit individual needs	14 s.h.

Professional Curriculum in Police Science includes sixty semester hours.

Police Science (Transferred Credits)	36 s.h.
Government 337	3 s.h.
Government 449, 450	6 s.h.
Sociology 342	3 s.h.
Sociology 345	3 s.h.
Sociology 346	3 s.h.
Psychology 364	3 s.h.
Psychology 461	3 s.h.
Electives — chosen to fit individual needs	26 s.h.

HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK, MRS. KING
INSTRUCTOR: MRS. LASSITER

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile and Fashion Merchandising or General Home Economics must complete satisfactorily at least 36 semester hours in Home Economics in the areas of Foods and Nutrition; Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentration. Foreign Language and Health 111 are not required.

Requirement for a Concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentration in Home Economics Education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers. Dual certification in Middle Grades Occupational Exploration and Vocational Home Economics can be obtained.

Requirement for a Concentration in Clothing-Textile and Fashion Merchandising: A candidate for the Bachelor of Science degree with a concentration in Clothing-Textile — Fashion and Home Furnishing Merchandising must satisfactorily complete the requirements for a major. In addition she must satisfactorily complete 21 semester hours in Business Administration, 6 semester hours in Art and 3 semester hours in an "internship program." These concentrations lead to an optional certification in Distributive Education.

Requirements for a Concentration in General Home Economics. A candidate for the Bachelor of Science degree with a concentration in General Home Economics must satisfactorily complete the requirements for a major.

FOODS AND NUTRITION

111. Food Science (3).
Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

221. Meal Management (3).
The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

227. Nutrition (2).
A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

321. Quantity Cookery (3).
Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the Fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

327. Nutrition and Dietetics (3).
Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the Spring semester. Prerequisite: Home Economics 227.

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

136. Family Health (2).
A study of the importance of family health. Simple procedures for the care of sickness and accidents in the home.

235. Child Development (3).
A study of the factors affecting the physiological development of pre-school children. Emphasis is given on the influence of the home on human development. Observation in the nursery school gives opportunity for studying the child in a group situation.

365. Family Relationships (3).
A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

CLOTHING AND TEXTILES

112. Clothing Selection, Dress Design and Construction (3).
The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

222. Fashion Apparel Fundamentals and Tailoring (3).
The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

332. Textiles (3).
A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics.

HOUSING, INTERIOR DESIGN AND MANAGEMENT

107. Contemporary Housing (2).
A course designed to aid men and women in understanding the function, economic and aesthetic qualities of planning a home to meet family needs. A study of housing construction, materials and specific information pertaining to home maintenance.

109. Handicraft (2).
An introduction to various creative handicraft using different mediums — yarn, craft, needlework, fabric design and handicrafts for young people.

213. The House and Its Furnishings (3).
A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

313. Home Furnishings Workshop (3).
A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, drapery-making, and the making of small accessories. Includes working with a furniture store or interior designer.

348. Housing (3).
The social, economics and aesthetic factors of house design and its relationship to its environment. Offered every odd year, spring semester.

349. Household Equipment (3).
A study which covers the selection, use, care, construction of various types of household equipment.

445. Consumer Economics and Management (3).
Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

455. Home Management and House Residence (3).
A study which includes the principles of management in the house with emphasis on values as they affect the use of family resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

HOME ECONOMICS EDUCATION

334. Planning and Evaluating the Home Economics Program (3).
A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools included.

438a. Occupational Exploration (3).
A course designed for those who wish to teach in occupational exploration programs. Emphasis on role of occupational exploration in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching approaches and youth activities.

438b. Occupational Exploration — Service Laboratory (2).
A course designed for those who wish to teach in the service area of Occupational Exploration. Included service area teaching approaches, evaluation techniques and resources; emphasis on development of instructional media.

448. Occupational Education (3).
A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

INTERNSHIP PROGRAM

156-456. Clothing — Textile — Fashion and Home Furnishing Merchandising Internship (3).
Nine-week internship program with a cooperating store for "on-the-job-training program." For Clothing — Textile — Fashion and Home Furnishing Merchandising majors only.

466. Home Economics Extension Trainee Program (3).
Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

199-399. Independent Study (1-3).

MATHEMATICS

ASSOCIATE PROFESSORS: MR. BAIN, DR. J. TAYLOR
ASSISTANT PROFESSORS: DR. NORWOOD, MR. THOMAS, MRS. TODD
INSTRUCTOR: MR. KOETHER

Requirements for a major in Mathematics: A candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in mathematics must complete satisfactorily at least 33 semester hours in approved mathematics courses numbered above 200 and must include Mathematics 224.

Requirements for teacher certification in Mathematics: A student majoring in mathematics who desires certification for the teaching of mathematics in the secondary schools must satisfy the major requirements as stated above and must include in his major work math courses 275, 333, 335, 441, and 443. He must also complete eight semester hours of physics or chemistry, as well as completing the course requirements of the Department of Education.

111. Algebra (3).
Fall, Spring, Summer — A basic study of logic, structure, and foundations of algebra. Major topics include functions inequalities, equations, roots, radicals and exponents.

112. Elementary Functions (3).
Fall, Spring, Summer — A study of circular, logarithmic, exponential and polynomial functions.

140. Applied Mathematics (3).
Fall, Spring — Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

160. Elementary Statistics (3).
Fall, Spring, Summer — Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

222. Analytic Geometry and Calculus I (4).
Fall, Spring — Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

223. Analytic Geometry and Calculus II (4).
Fall, Spring — Topics included: Differentiation and the integration of logarithm, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 222.

224. Analytic Geometry and Calculus III (4).
Fall, Spring — Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminant forms, inproper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double

and triple integrals, and series.
Prerequisite: Math 223.

227. Elementary Number Theory (3).
On demand — Topics included: Divisors and prime numbers, properties of congruences, polynomial congruences, quadratic residues, continued fractions, and number theoretic functions.
Prerequisite: Math 112.
Co-requisite: Math 222.

275. Introduction to Programming (3).
Fall, Spring — Introduction to the basic concepts; covering basic FORTRAN IV for the IBM 1130 in addition to providing an overview of the IBM 1130 Disk Monitor System Version II. Students write computer programs and use the on-campus IBM 1130 for processing.

301. Mathematics for Elementary Teachers (3).
Fall, Spring — The course will include a study of sets, logic, numeration systems, the development of the properties of the set of real numbers and its various subsets, and an introduction to the International System of Units (Modernized Metric System). For elementary education majors only.

302. Mathematics for Elementary Teachers (3).
Fall, Spring — The course will include material from the areas of algebra, geometry, statistics, probability and a continuation of the study of the International System of Units (Modernized Metric System).
For elementary education majors only.
Prerequisite: Math 301.

331. History of Mathematics (3).
Spring — A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics. Co-requisite: 224 or by permission of the instructor.

333. Linear Algebra (3).
Fall — A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear independence and dependence, linear transformations, linear operators, unit and orthogonal transformations, characteristics equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms. Prerequisite: Math 222.

335. Introduction to Probability and Statistics (3).
Spring — A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing.
Prerequisite: Math 223.

337. Differential Equations (3).
Spring — Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations or order one, and special differential equations; operators Laplace transforms, and applications.
Prerequisite: Math 224.

376. Introduction to Numerical Methods (3).
Spring — Concerned with the practical solution of problems on computers.
Prerequisites: Math 275, Co-requisite: Math 224. Recommended Math 333.

441. Introduction to Modern Abstract Algebra (3).
Spring — A study of the number system, groups, rings, integral domain, and fields. Prerequisite: Math 222 (shall have junior standing).

443. Topics in Geometry (3).
Fall — An integrated course which includes set theory logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

445. Advanced Calculus (3).
On demand — An introduction to analysis beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus.
Prerequisites: Math 224 and Math 333.

MILITARY SCIENCE

PROFESSOR: LIEUTENANT COLONEL CUDE
ASSISTANT PROFESSORS: MAJOR TORRES, MAJOR DUHAN, CAPTAIN BLACKBURN
INSTRUCTORS:
SERGEANT MAJOR THATCHER,
MASTER SERGEANT MORRONE

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate and prepare selected students to serve as commissioned officers in the reserve or active component of the Army; to provide an understanding of the fundamental concepts and principles of military arts and science; to develop a strong sense of personal integrity, honor, and individual resonsibility; to promote teamwork and physical fitness through athletic activities; and, to develop an appreciation of the requirements of national security. Attainment of these objectives will prepare students for commissioning and establish a sound basis for their future professional development and effective performance in the Army or as leaders in civilian enterprise.

SCOPE

The Army ROTC Program is composed of Basic Course for academic freshmen and sophomores, and an Advanced Course for academic juniors and seniors. Enrollment in the Basic Course is open to all full-time freshmen and sophomores, and completion of the Basic Course is a prerequisite to

applying for enrollment in the Advanced Course. Entrance into the Advanced Course is selective rather than elective and is based on demonstrated performance and officer potential. Students who satisfactorily complete the Advanced Course will be commissioned Second Lieutenants upon graduation.

BASIC COURSE

The Basic Course consists of MS 101, 102, 201, 202, and PE 111, 112 courses taught by members of the Military Science Department. Students may satisfy the Basic Course requirement by taking any four of these courses.

101. Basic Leadership (1).
An introduction to leadership skills with emphasis on practical applications in a modular program of activity subjects.

102. Military Management (1).
A survey of the basic functions of management with practical applications. Students continue to practice leadership skills in a modular program of athletic competition.

201. Leadership Development (2).
Leadership development is continued through practical exercises in group dynamics. Emphasis is on the development of individual military skills. One lecture hour and one laboratory hour per week.

202. Military History (2).
A survey of US Military History with emphasis on the leadership traits and character of prominent military figures. Individual leadership development is continued. One lecture hour and one laboratory hour per week.

Physical Education Courses With Military Science Credit:

111, 112. Mountaineering-Survival (1).
111, 112. Beginning Orienteering-Advanced Orienteering (1).
111, 112. Marksmanship (1).
111, 112. Beginning-Intermediate Swimming (1).
111, 112. Beginning-Intermediate Self Defense (1).
112. Advanced Aerobics (1).
111, 112. Advanced Life-Saving with ARC certification (1).

ADVANCED COURSE

301. Military Geography and Communications (3).
A combined study of military geography including practical application with maps and aerial photographs and effective communications with emphasis on military techniques and procedures. Continued emphasis is placed on development of leadership skills during laboratory periods. Two lecture hours and two laboratory hours per week.

302. Dynamics of the Military Team (3).
A study, with practical application, of the leader's role in planning and controlling resources to effectively accomplish an organizational mission in a military environment. Emphasis is placed on decision making and preparation and delivery of solutions. Two lecture hours and two laboratory hours per week.

321. Applied Leadership Development (3).
An intensive study and application of individual and collective military skills offered to advanced course students during a six-week summer session at an Army Installation.

401. Command and Staff Procedures (3).
A study of the organization and functions of the military staff with emphasis on special duties of a unit officer. Students prepare and present instruction to Basic Course Cadets during laboratory periods. Two lecture and two laboratory hours per week.

402. Advanced Leadership and Management (3).
A survey of the military justice system and court-martial procedures. Discussion of code of conduct and Hague and Geneva Conventions, with emphasis on an officer's moral and ethical obligations. Introduction to company level operations. Students continue leadership development during laboratory periods. Two lecture hours and two laboratory hours per week.

MILITARY SCIENCE DEGREE PROGRAM

The Military Science Department offers a major in Military Science for students who are planning a career as a professional Army Officer. Campbell is the only school in the southeast which offers a degree program in this field. The requirements for a Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education. Candidates for the B.S. Degree in Military Science are encouraged to obtain a double major; however, this is not required.

CORE CURRICULUM

Art, Music, or Drama 131	3
English	12
Foreign Language	12*
History 111, 112	6
Math	6
Physics, Biology, Chemistry or Geology	12
Religion	6
Health 111	2
Physical Education	2
	61

*Up to six hours may be satisfied by two or more high school units.

MILITARY SCIENCE CURRICULUM

Government 229. National Government	3
Government 345. International Relations	3
Geography 113. Physical Geography	3
MS 311. Military Leadership Styles	3
MS 312. Military Administration	3
MS 411. Military Operations	3
MS 412. Military Logistics Management	3
MS 421. Basic Officer Course Preparation	3
	24
Army ROTC Program	21
*Enrichment Courses	12
	33
Electives	10
TOTAL	128

*To be selected from not more than two related disciplines subject to approval by the PMS.

MILITARY SCIENCE CURRICULUM

Government 229. National Government (3).
Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen.)

Government 345. International Relations (3).
Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of the international organizations in general; and of international law as a necessary basic minimal rule.

Geography 113. Physical Geography (3).
A survey of the natural landscape and the forces setting upon it. The course includes an introduction to maps and their use. Three hours of lecture.

Military Science 311. Military Leadership and Behavior (3).
The course will include instruction and case studies of approximately seven to nine successful military leaders. Each leader considered will be biographically studied and excerpts from his career which emphasize valuable leadership behavior will be covered in case studies.

Military Science 312. Military Administration (3).
The course will include instruction and practical exercises in the following areas: Basic Administrative Records, Correspondence Management, Files Management, DA Publications Management, Personnel Management, Promotion and Reduction System, Military Boards and Investigations, Mail and Safeguarding Classified Information, Financial Management, Office Career Management, and Award and Decorations.

Military Science 411. Military Operations (3).
To provide instruction in company and battalion level tactical doctrine and specialized operations. To develop the students' leadership ability through academic study and practical exercises in small unit tactical doctrine and related operations subjects. Subjects are Map Reading, Troop Leading Procedures, Principles of War, Formations & Battle Drill, Offensive Tactical Doctrine, Defensive Tactical Doctrine, Retrograde Operations, Infantry-Tank Combined Operations, Tactical Communications, Fire Support Planning, Combat Intelligence, and Combat Leadership Problems.

Military Science 412. Military Logistics Management (3).
This course will include instruction and practical exercises in the following areas: Small Unit Basic Supply Procedures, Organizational Maintenance Management, Dining Facility Management, Supporting Service in the Field, Layout of a Supply Point, Motor Convoy Operations, Formal Property Accountability, Requisitioning, Receiving, Storage and Issue Procedures, and Records Inspection.

Military Science 421. Basic Officer Course Preparation (3).
Unlimited scope of material based on recommendation of Army Branch Schools. Materials will be selected within a given branch which will be most helpful to officer upon entering the basic officer course. Those areas of study which have historically been most difficult for newly commissioned officers will be stressed.

MUSIC

PROFESSOR: DR. YODER
ASSOCIATE PROFESSORS: DR. ELMORE, MRS. HORTON, MR. STONE, DR. McCARRELL, MISS SCARBOROUGH
ASSISTANT PROFESSORS: MR. MONTGOMERY, DR. PIPER
INSTRUCTORS: MRS. WINDHAM

Requirements for the Bachelor of Arts Degree with a Major in Music: 40 semester hours of course work in music including the following: Music 101, 102, 132, 201, 202, 221, 222, 302, 331, 332, 401, 402, and 432. The major instrument is studied each semester. Juniors will present a half recital and seniors a full recital as a partial requirement for the Bachelor of Arts Degree. A second instrument will be studied until a proficiency examination is passed. Participation in choir, chorale or band is required each semester.

Requirement for the Bachelor of Music Education Degree: 42 semester hours of courses in music and music

education including the following: Music 101, 102, 132, 201, 202, 221, 265, 331, 332, and 453. Vocal-Keyboard majors must also complete the following music courses: 222, 263, 264, 402, 421, and 422. Instrumental majors must also complete the following courses: 363, 364, 401, 423, and 424. The major instrument is studied seven semesters. A half recital is required the senior year. A second instrument will be studied until a proficiency examination is passed. Band or Choir participation is required each semester.

PREREQUISITES: Music 101 and 102 are prerequisites to all credit music offerings except the following: Music 131, 132, 211 and 321, Music Ensembles and Applied Music. Music 201 and 202 are prerequisites to the following courses: Music 302, 331, 332, 401, 402, and 431. Music 221, 363, and 364 are prerequisitis to Music 423. Any exceptions must be made with the consent of the instructor and the chairman of the department. Course requirements outside the major area are listed under General Requirements for degrees with the exception of general psychology which is required of all music majors.

CONCENTRATION IN MUSIC: A concentration in music is offered to education majors in the grades 4-9 certification area. Required courses in this field are totaling 18 semester hours. These are Music 131, 101 and 421 plus 4 hours of applied music and an additional 4 hours in choir, band, music elective or applied music.

101-102. Music Theory I (4, 4).
The basic rudiments of music, including scales, intervals, chords, sight-singing, melodic and harmonic dictation and keyboard harmony.

131. Music Appreciation (3).
An introduction to music through an understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. (Not offered to music majors.)

132. Music Literature (2).
A study of basic vocabulary, forms, periods and styles of music. An introductory course for freshmen and sophomore music majors.

161-162. Class Piano — Elementary (2, 2).
Class instruction in piano, elementary level.

163-164. Class Voice (2, 2).
Class instruction in voice. Designed for keyboard and instrumental majors.

201-202. Music Theory II (4, 4).
A continuation of Music Theory 102 including advanced modulation, chromatic harmony, seventh chords and altered chords. Continuation of sight-singing, dictation and keyboard harmony.

211. Hymnology (2).
The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnology.

221. Conducting (2).
A study of basic conducting techniques.

222. Choral Materials (2).
A general survey of choral materials from the Renaissance to the present, with special attention given to appropriate music Junior and Senior High School groups and church choirs.

261-262. Class Piano — Intermediate (2, 2).
Class instruction in piano, intermediate level.

263. Woodwind Methods (2).
Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

264. Brass and Percussion Methods (2).
Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

265. String Methods (2).
Study and practical application of the technique of teaching and playing violin, viola, cello, and double bass. Designed for music education majors.

302. Tonal Counterpoint (3).
A study of eighteenth century contrapuntal technique with emphasis on the style of Bach.

321. Music for the Classroom Teacher (3).
The methods and materials used by the classroom teacher in presenting music in the elementary grades, includes a review of the basic rudiments of music and introduction to Orff procedures. (Not offered to music majors.)

324. Piano Pedagogy (2).
An outline of the materials of instruction from the elementary through the more advanced levels. Attention is given to methods of teaching techniques, progressive studies, repertoire, interpretation and style.

331-332. History of Music (3, 3).
The development of western musical culture from its origins to the present, with an emphasis on the chronological growth of musical concepts through the study of the techniques and composition of the various periods of history. History 111 and 112 are prerequisites to History of Music.

363. Woodwind Techniques (3).
Study and practical application of the techniques of playing flute, oboe, clarinet, saxophone, and bassoon. Designed for music majors who are

preparing to teach these instruments in the public schools.

364. Brass and Percussion Techniques (3).
Study and practical application of the techniques of playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for music majors who are preparing to teach these instruments in the public schools.

401. Orchestration (3).
The study and instrumental ranges and techniques coupled with arranging for orchestra, band, and heterogeneous groups.

402. Forms and Analysis (3).
A study of small and large forms from choral, piano, and symphonic literature.

421. Music Methods in the Elementary School (3).
A course dealing with techniques of teaching, and music materials appropriate to the elementary grades; teaching songs, creativity, rhythmic studies, the child's voice music theory in the grades, directed listening, supervision of musical activities in the classroom, and performance on simple instruments, such as recorder, autoharp and the Orff instrumentarium. Laboratory experience in the schools constitutes part of the requirement.

422. Music Methods in the Junior and Senior High School (2).
A course dealing with techniques of teaching, particular problems and appropriate materials; the general music class, the adolescent voice, organization of the program and suitable song materials. Laboratory experience required.

423. Wind and Percussion Pedagogy (3).
A study and practical application of the techniques of teaching band instruments in the public schools. Includes advanced instrumental conducting, marching band techniques, band instrument repair techniques, and criteria for selection of music teaching materials.

424. Band and Orchestra Administration (2).
The organization and maintenance of an instrumental music program in the public schools. Designed for students who are preparing to enter student teaching.

431. Choral Literature (3).
A study of choral compositions from Palestrina to the present with special attention devoted to the larger forms.

432. Contemporary Music (3).
A study of music literature of the twentieth century; trends, "isms," from the Post Romantic to the present. Analyzation of the composition techniques of selected composers.

453. Music Methods and Materials (1½).
Correlated with Education 453. Designed for music education students in the "block". Includes discussion of procedures and problems particularly applicable to music education.

ENSEMBLES

141, 241, 341, 441. Campbell College Choir (1).
Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out of town including an extended Spring Tour. Performance of secular and sacred choral music.

142, 242, 342, 442. Campbell Singers (1).
Open to all students by consent of the director. Emphasis on Renaissance, Baroque and Contemporary music.

143, 243, 343, 443. Campbell Chorale (1).
Open to all students and faculty with consent of the director. Concerts on campus and out of town. Performance of secular and sacred music.

151, 251, 351, 451. Concert Band (1).
Open to all students and faculty with the consent of the director. Concerts on campus and out of town.

152, 252, 352, 452. Woodwind Ensemble (1).
Open to all students and faculty with consent of the director.

154, 254, 354, 454. Jazz Ensemble (1).
Open to all students and faculty with the consent of the director.

155, 255, 355, 455. Brass Percussion Ensemble (1).
Open to all students and faculty with consent of the director.

APPLIED MUSIC

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. A maximum of 20 hours of applied music credit may count toward the Bachelor of Arts Degree and a maximum of 18 hours may count toward the Bachelor of Music Education Degree. Non-music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Music Department.

071, 171, 271, 371, 471. Piano
072, 172, 272, 372, 472. Organ
073, 173, 273, 373, 473. Voice
074, 174, 274, 374, 474. Flute
075, 175, 275, 375, 475. Oboe
076, 176, 276, 376, 476. Bassoon
077, 177, 277, 377, 477. Clarinet
078, 178, 278, 378, 478. Saxophone
079, 179, 279, 379, 479. Percussion
081, 181, 281, 381, 481. Trumpet
082, 182, 282, 382, 482. French Horn
083, 183, 283, 383, 483. Trombone
084, 184, 284, 384, 484. Baritone
085, 185, 285, 385, 485. Tuba
086, 186, 286, 386, 486. Violin

087, 187, 287, 387, 487. Viola
088, 188, 288, 388, 488. Violoncello
089, 189, 289, 389, 489. Double Bass

NATURAL SCIENCES AND PHYSICS

PROFESSOR: DR. HOVIS
ASSOCIATE PROFESSOR: DR. NELSON
INSTRUCTOR: MRS. BOWDEN

This department encompasses the Natural Science Curriculum, the Medical Technology Program, the Pre-Health Programs, Science Education, Allied Health Science, and course offerings in Physics.

Requirements for a major in Natural Sciences: A candidate for a Bachelor's Degree in Natural Sciences must satisfactorily complete introductory level courses in three areas of natural science. If Physics is chosen, the 221-222 or 251-252 series is defined as the introductory level for this purpose. Four additional courses beyond the introductory level in one of the sciences are required plus calculus and 12-20 semester hours in related sciences or mathematics. The program is intentionally made flexible to accommodate students preparing for multidisciplinary graduate study, teaching science or a career in a health profession. The area of concentration can be in Biology, Chemistry, Geology or Physics with sufficient supporting courses from the other sciences and mathematics to meet the requirements for a degree.

A full major in Physics is not offered, but students desiring study in Physics should consider a degree in Natural Sciences with a concentration in Physics. For this degree, the student should elect Chemistry as one of the two remaining sciences and should complete three semesters of Calculus. Chemistry 334 may be substituted for one of the upper division physics courses.

Requirements for Teacher Certification: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Physics as his area of concentration should satisfactorily complete 24 hours in Physics. He should also complete Mathematics 222 and six to eight semester hours in each of the following: Biology, Chemistry, and Geology. To meet the minimum certification requirements in Physics, the following courses are recommended: 221 or 251, 222 or 252, 231 and Physics electives to meet the 24-hour requirement.

PROGRAM LEADING TO THE BACHELOR'S DEGREE WITH A MAJOR IN NATURAL SCIENCES

General Degree Requirements:

	Sem. Hrs.
English	12
History and Social Science	12
Foreign Language	6
Religion	6
Mathematics	6
Fine Arts	3
Health	2
Physical Education	2
	49

Major Course Requirements

	Sem. Hrs.
Introductory year in three areas of Natural Science	24
Four courses beyond the introductory level (accepted for major credit) from one of Natural Sciences	12-20
Calculus	4-12
Four courses from related sciences or Mathematics	12-20
Electives	3-27
Total major requirements	79
Overall total	128

PHYSICS AND MATHEMATICS: A student may opt for an interdisciplinary major in Physics and Mathematics. The major requirements are met by completing at least 18 hours of course work above the 200 level in each area.

Mathematics 222, 223, and 224, and Physics 251 and 252 are required. Students planning to teach in either of these fields at the secondary level or students planning graduate study in applied mathematics or theoretical physics are encouraged to investigate this program by contacting either the Department of Mathematics or the Department of Natural Sciences and Physics.

Pre-Health Professions: A program for pre-medical, pre-dental and other preparatory health careers can be readily arranged through a curriculum in Natural Sciences. The program in Natural Sciences is sufficiently flexible to allow these students to meet most of the prescribed and recommended courses and, at the same time, complete requirements for a Bachelor's degree in Natural Sciences. The area of concentration would normally be either Biology, Chemistry, or Physics with supporting courses in the other two areas.

Students desiring a major in a paramedical field which is not given at Campbell can generally fulfill the requirements of the first two years of their work at Campbell. The Department of Natural Sciences will assist in arranging courses to meet individual requirements.

Pre-medical candidates should complete the introductory level courses in Biology, Chemistry, and Physics and should complete Chemistry 227 and 228. A semester of Quantitative analysis and Physical Chemistry are strongly recommended. Additional courses from Biology recommended for the Pre-med or Pre-dent candidate

include Developmental Anatomy, Physiology, and Genetics.
At least one semester of Calculus is most desirable. These students should also select courses from the following for a broad based cultural development in the liberal arts: literature, language, social sciences, psychology, philosophy, religion and others.

Recommended Curriculum for B.S. Degree in the Natural Sciences for the Pre-Health Professions

FIRST YEAR

First Semester	Sem. Hrs.
English 111	3
History 111	3
Foreign Language 111	3
*Mathematics 112	3
Chemistry 111	4
Physical Education	1
	17

Second Semester	Sem. Hrs.
English 112	3
History 112	3
Foreign Language 112	3
Mathematics 222	4
Chemistry 113	4
Physical Education	1
	18

SECOND YEAR

First Semester	Sem. Hrs.
**English	3
Mathematics 223	4
Biology 111	4
Chemistry 227	4
Health 111	2
	17

Second Semester	Sem. Hrs.
English	3
Biology 200	3
Biology 201 or 203	1
Chemistry 228	4
Art 131 or Music 131	3
Religion 101	3
	17

THIRD YEAR

First Semester	Sem. Hrs.
Social Science	3
Chemistry 215	4
Physics 221 or 251	4
Biology 238	4
	15

Second Semester	Sem. Hrs.
Social Science	3
Chemistry 334	4
Physics 251 or 252	4
Biology	4
Religion	3
	18

FOURTH YEAR

First Semester	Sem. Hrs.
Biology	4
Science or Math Electives	6-8
Psychology 222	3
	13-15

Second Semester	Sem. Hrs.
Science or Math Electives	6-8
Humanities Electives	3-6
	9-14

*Mathematics 112 is not required if student is sufficiently strong to go directly into Calculus.

**Select from English 221, 222, 223, or 224.

MEDICAL TECHNOLOGY

A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed below and an additional year at either Cape Fear Valley Hospital in Fayetteville, Rex Hospital in Raleigh, or Division of Applied Health Professions, Bowman Gray School of Medicine in Winston-Salem.

Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell College. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists.

Students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the Sciences have become a prerequisite for gaining admission to the Schools of Medical Technology.

Bachelor of Science (Medical Technology)

FIRST YEAR

First Semester	Sem. Hrs.
English 111	3
Mathematics 111 or 112	3
Chemistry 111	4
Biology 111	4
Foreign Language 111	3
Physical Education	1
	18

Second Semester	Sem. Hrs.
English	3
Mathematics 112 or 160	3
Chemistry 113	4
Biology 200	3
Biology 201 or 203	1
Foreign Language	3
Physical Education	1
	18

SECOND YEAR

First Semester	Sem. Hrs.
English 221	3
Religion 101	3
History 101	3
Biology	4
Chemistry 227	4
	17

Second Semester	Sem. Hrs.
English 222, 223, 224	3
Religion 202	3
History 112	3
Biology 334	4
Chemistry 228	4
	17

THIRD YEAR

First Semester	Sem. Hrs.
Physics 221	4
Psychology 222	3
Social Science	3
Chemistry 215	4
Health 111	2
	16

Second Semester	Sem. Hrs.
Physics 222	4
Music 131 or Art 131	3
Social Science	3
Electives	6
	16

The fourth year is twelve months clinical work in Cape Fear Valley Hospital, Rex Hospital or Baptist Hospital.

Electives in the third year could be chosen from science courses in either Biology or Chemistry, or from courses in the Humanities. It is recommended that the student choose the major portion of the electives in the field of the Humanities.

ALLIED HEALTH SCIENCE

A degree is offered in Allied Health Science in which holders of Associate of Arts in various health fields from technical institutes and hospitals are given an opportunity for further study in the arts and sciences. Completion of this program leads to a Bachelor of Health Science Degree. Requirements for completion of the program depend upon the specific area in which the certificate is held. Normally two years of study at Campbell are necessary. In certain instances, it may be advisable to complete the Campbell requirements before entering the technical institute.

PHYSICS

111. Introductory Physics (4).
Applications of the basic principles of physics to observed phenomena. A minimum of mathematics is used in developing concepts. The study includes laboratory and an introduction to astronomy. Intended for non-science majors.

112. Environmental Physics (4).
A study of contemporary problems from the standpoint of the physical sciences. Concepts of physics are used to describe basic problems in radio-activity, thermal, and noise pollution, energy requirements, transportation needs, and the information explosion.

221-222. General Physics (4, 4).
Classical mechanics, heat, sound and electricity with an introduction to modern physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena. Prerequisite: Mathematics 112 or permission of the instructor.

251-252. Fundamentals of Physics (4, 4).
The basic concepts of classical physics are presented through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite: Math 222. Corequisite: Math 223, or permission of the instructor.

231. Descriptive Astronomy (4).
A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112.

333. Thermal Physics (4).
Lectures and laboratory on the law of thermodynamics, heat flow, reversibility, entropy and cyclic processes. An introduction to statistical mechanics is included. Prerequisites: Physics 221 or 251, Mathematics 222; offered fall every other year.

341-342. Physics of Fluids (3, 3).
A study of statics and dynamics of fluids with special treatment of generalized equations of flow, viscous fluids, compressible fluids, dimensional analysis, fluid measurement, and applications. The course includes an introduction to experimental techniques and use of the computer in fluid mechanics. Co-requisite: Mathematics 223.

442. Optics (light) (4).
A study to provide the student with a basic understanding of the principles of geometric and physical optics. Receiving emphasis will be optical instruments and the practical aspects of light. Prerequisites: Physics 222, or 252, Mathematics 222.

444. Modern Physics (4).
A course designed to introduce the basic concepts of wave and particle theory, atomic structure, quantum theory, properties of matter and nuclear physics. Equal emphasis is placed on the experimental and theoretical bases of underlying principles. Prerequisites:

Physics 222 or 252, Mathematics 222; offered in spring only.

451, 452. Research (2-4).
In-depth experimental investigation of a problem in Physics. Results of the investigation are presented in a comprehensive report and sometimes as a seminar.

NATURAL SCIENCE FOR ELEMENTARY EDUCATION MAJORS

113. Principles of Physics and Astronomy for Elementary Education Majors (3).
Through the use of the astronomy laboratory, the student is exposed to a unique, first-hand experience in observational astronomy. The course also consists of demonstrated lectures and coordinated laboratory assignments in physics.

114. Earth Science for Elementary Education Majors (3).
The course is centered around a conceptual approach to the study of Chemistry, Geology and Meteorology. The course is highlighted by a student centered, "open-lab" format in Chemistry and Geology, and a field-centered approach to the study of meteorology.

115. Basic Ecology for Elementary Education Majors (3).
A student-centered, out-of-doors approach to the study of basic ecology. Emphasis is placed on four concepts: Diversity, Adaptation, Change and Interrelationships. Highlights of the course include field trips: two major field studies emphasizing the scientific method of research; a week-end camp out at one of the N. C. State Parks; and a five-week emphasis on our "environmental crisis."

200. Research in Science Education for Elementary Education Majors (1-4).
This seminar type course enables the student to elect a problem relevant to science education and participate in original research. The student is required to write, present and orally defend his research paper.

211. Applied Photography (3).
A course designed to meet the needs of students requiring knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week.

PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE
ASSOCIATE PROFESSORS: MR. CARR, MS. CLARY, DR. EDWARDS
ASSISTANT PROFESSORS: MR. CUNNINGHAM, MRS. LLOYD, MR. ROBERTS, MR. SHERLOCK
INSTRUCTORS: MS. CARTER, MR. DAVIS, MR. WHITE, MR. WILDER

Philosophy of the Department: The department strives to provide skilled leadership and opportunities for students to participate in wholesome educational activities. The program is organized to meet the needs and interests of the students in the areas of class instruction, intramural and extramural participation, recreation, and intercollegiate athletics. In addition, a professional preparation program is offered for students who choose Physical Education and Health as a profession.

The following opportunities are available to men and women in the Physical Education Department:

I. Major Program in Physical Education and Health. (B.S. Degree)

A. Teaching Certificate (K-12)

B. Academic Requirements — All general college requirements plus:

1. 40 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors.)
2. Biology 111 and Biology 221
3. A second teaching field of approved work of approximately 21 hours.
4. Speech 113
5. Completion of teacher certification requirements.

THE CRITERIA FOR ADMISSION TO STUDENT TEACHING INCLUDE THE FOLLOWING:

1. A minimum grade point average of 2.15 (1978-79) and 2.25 (1979-80) in overall scholastic work; a minimum of 2.00 in the major field, and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of the major department and the Department of Education.
3. No Probation — academic or otherwise.

Suggested Physical Education Major Curriculum

FRESHMAN YEAR

Fall Semester	Hrs.
English 111	3
*Language 101 or 111	3
Biology 111	4
Physical Education 100	3
History 111	3
P.E. Activity	1
CEP	½
	17½

Spring Semester	Hrs.
English 112	3
*Language 102 or 112	3
Music 131, Art 114, Drama 131	3
**Math Elective	3
History 112	3
P.E. Activity	1
CEP	½
	16½

SOPHOMORE YEAR

Fall Semester	Hrs.
English 221-224	3
**Math Elective	3
Psychology 222	3
Health 211	3
Social Science Elective	3
P.E. Activity	2
CEP	½
	17½

Spring Semester	Hrs.
English 221-224	3
Biology 221	4
Religion 101	3
Education 221	3
Social Science Elective	3
P.E. Activity	1
CEP	½
	17½

JUNIOR YEAR

Fall Semester	Hrs.
Religion Elective	3
Physical Education 335	2
Physical Education 331	3
Education 341	3
Physical Education 341-348	1
P.E. Activity	1
***Related Field Elective	3-4
CEP	½
	16½-17½

Spring Semester	Hrs.
Physical Education 336	3
Health 325	3
Health 337	2
Physical Education 332	3
Physical Education 341-348	1
P.E. Elective	1-2
***Related Field Elective	3-4
CEP	½
	16½-18½

SENIOR YEAR

Fall Semester	Hrs.
Education 440 or 441	3
Health 425	4
****Physical Education 340	3
Speech 113	2
P.E. Elective	1-3
	13-15

Spring Semester	Hrs.
Education 431	3
Education 452	3
Education 453	1½
Education 457 or 458	6
Education 454	1
	14½

*See "General Requirements for Degrees" in the catalogue to determine the language requirement for the appropriate degree.

**Math 111, 112, 140, or 160

***Related Area — Minimum of 21 Hours (Suggested courses in science-related area: Biology 200, 211, 224, 238; Physics 111; Geology 111, 115; Chemistry 111.)

****Must have Physical Education 340 before student teaching.

II. Major Program in Physical Education and Health. (B.S. Degree)

A. Non-Teaching Degree (No Teacher Certification)

B. Academic Requirements — All general college requirements plus:

1. 37 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors.)
2. Biology 111 and Biology 221
3. PE 462 (Recreational Leadership)
4. Education 221, 341, 431
5. General Psychology 222
6. No related field

III. Related Field in Physical Education and Health

A. Teaching Certification (In conjunction with major field)

B. Twenty-two semester hours of Physical Education and Health

PE 100 — Introduction to Physical Education and Health
or
PE 331 — Organization and Administration of Physical Education . . . . . 3 sem. hrs.
PE 332 — Measurement and Evaluation in Physical Education & Health . . . . . 3 sem. hrs.
PE 340 — Teaching of Physical Education and Health . . . 3 sem. hrs.
PE 101-120 (Professional Preparation Activity Courses) Any Courses . . . . . 3 sem. hrs.
Biology 221 — Anatomy and Physiology . . . . . 4 sem. hrs.
Health 337 — Care and Prevention of Injuries . . . 2 sem. hrs.
Health 425 — Exercise Physiology . . . . . 4 sem. hrs.
22 sem. hrs.

IV. Related Field in Athletic Coaching

A. Teaching Certification (In conjunction with major field)

B. Nineteen semester hours of Physical Education and Health

PE 331 — Organization and Administration of Physical Education . . . . . 3 sem. hrs.
PE 341-348 — Theory of Coaching . . . . . 6 sem. hrs.
Biology 221 — Anatomy and Physiology . . . . . 4 sem. hrs.
Health 337 — Care and Prevention of injuries . . . 2 sem. hrs.
Health 425 — Exercise Physiology . . . . . 4 sem. hrs.
19 sem. hrs.

HEALTH

111. Health for the College Student (2).
To promote a better understanding of pertinent health needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

211. Personal and Community Health (3).
A study of vital phenomena and their application to the human organism. Emphasis includes fundamental biological facts of human anatomy and physiology, personal and community health, education for family living, health hazards and mental health. This course is designed for Physical Education majors only.

325. Kinesiology (3).
The scientific study of man's movements, including anatomical, physiological, mechanical, psychological, and sociological aspects. The mechanical analysis of sport skills, a knowledge of the basic mechanics of human motion, and an understanding of the action of joints and muscles are emphasized. Prerequisites: Biology 111, Biology 221.

333. Elementary School Health (2).
An investigation of the principles, practices and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

337. Care and Prevention of Injuries (2).
Instruction includes discussion and practical application of the accepted principles of first aid and the theory and practice of athletic training and conditioning. Emphasis is placed upon safety and preventive measures with prompt treatment of athletic injuries.

425. Exercise Physiology (4).
To provide an essential physiological background for an understanding of the response of the body to exercise. Prerequisites: Biology 111, Biology 221.

444. First Aid for Elementary Teachers (2).
A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.

PHYSICAL EDUCATION

100. Introduction to Physical Education and Health (3).
A study of the history, principles, and philosophy of physical education; the biological and sociological foundations and their implications for today's society; the application of sound principles in programming to allow the student to make a sound entry into the teacher education program. Knowledge of health as it relates to the physical needs and contributions to the individual's total health status and health values to be derived from participation will be strongly stressed.

225. Practicum in Physical Education and Health (1).
Students are provided observation, participation, and limited teaching experiences in concentrated periods of time in both elementary and secondary schools. Care is taken by the college instructor to carefully supervise and analyze each student. Emphasis is placed on understanding the relationship which exists between theory and practice. This is a sophomore or junior level course designed to help the students evaluate their decision to become a physical education major.

331. Organization and Administration of Physical Education (3).
An orientation to policies, standards, procedures, and problems pertaining to organizing and administering physical education programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

332. Measurement and Evaluation (3).
An introduction to elementary statistical procedures as they relate to constructing, administering, scoring and grading tests and measures in physical education. Practical application of tests of knowledge, physical fitness, general motor ability, sports skills, and other areas will be stressed.

334. Physical Education in the Elementary School (2).
An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

335. Adaptive Physical Education (2).
This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed rather thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

336. Movement Experiences for Children (3).
Philosophy, principles, activities, teaching strategies, evaluation procedures for children ages 4-11.

340. Teaching of Physical Education and Health (3).
The course is designed to cover the needs of students (K-12) in physical

education and health education. Units of work on various levels are planned, yearly programs are developed, and activities applicable to all age levels are taught and analyzed.

341-348. Theory of Coaching (1). Methods and materials of seasonal planning, training, officiating, and game strategy in each sport.

PE 341 — Baseball
PE 342 — Basketball
PE 343 — Football
PE 344 — Soccer
PE 345 — Softball
PE 346 — Track
PE 347 — Volleyball
PE 348 — Wrestling

462. Recreational Leadership (3). A study of the needs and values of a recreational program, the principles to be followed, and the materials and methods to be used. Designed for personal enrichment and recreational leadership skills. This course may count as either Religious Education or Physical Education, but not both. (Block schedule, first half of the spring semester.)

PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS

101-120. The following are laboratory courses for physical education majors with emphasis on the development of skills and the understanding of rules as they apply to each sport. Teaching progressions will be integrated into the acquisition of skills by the instructors. Classes meet three hours per week for half a semester. Each course carries ½ semester hour credit.

PE 101 — Golf
PE 102 — Soccer
PE 103 — Badminton
PE 104 — Fundamentals of Conditioning
PE 105 — Volleyball
PE 106 — Tennis
PE 107 — Baseball
PE 108 — Football
PE 109 — Basketball
PE 110 — Wrestling
PE 111 — Softball
PE 112 — Archery
PE 113 — Modern Dance
PE 114 — Ballroom Dance
PE 115 — Square Dance
PE 116 — Tumbling
PE 117 — Gymnastics
PE 118 — Track
**PE 119 — Swimming
PE 120 — Educational Games-Sports

**Physical Education majors must pass a beginner level swimming proficiency test to take the PE 119 swimming class. Placement in a beginner swimming class is a prerequisite for those majors who cannot pass the proficiency test. However, special consideration will be given those few individuals who, after completing the swimming course, still are unable to swim proficiently, and a committee will be appointed to determine whether or not the individuals should pass.

FRESHMAN REQUIRED ACTIVITY COURSES

111-112. Two semester hours of Physical Education are required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in each activity. The department recommends a balanced selection of team and individual activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Two additional semester hours may be used as elective hours toward graduation. Any combination of 2 courses carries 1 semester hour credit.

Beginning Aerobics
Advanced Aerobics
Beginning Archery
Beginning Badminton
Intermediate Badminton
Beginning Basketball
Modern Dance
Social Dance
Square Dance
Beginning Golf
Intermediate Golf
Beginning Gymnastics
Intermediate Gymnastics
Beginning Marksmanship
Intermediate Marksmanship
Mountaineering
Beginning Orienteering
Intermediate Orienteering
Beginning Rappelling
Intermediate Rappelling
Beginning Self Defense
Intermediate Self Defense
Beginning Skiing
Intermediate Skiing
Beginning Soccer
Beginning Softball
Survival
Beginning Swimming
Intermediate Swimming
Advanced Swimming
Advanced Swimming w/Certification
Water Polo
Beginning Tennis
Intermediate Tennis
Beginning Track and Field
Beginning Volleyball
Beginning Weight Training and Conditioning
Intermediate Weight Training and Conditioning
Advanced Weight Training and Conditioning
Beginning Wrestling

**Individual Physical Education

Explanation of Swimming Courses

I. Beginner Course Entrance Requirements

A. There are no swimming skill requirements for entrance into the course.

B. The course is designed for the non-swimmer or students who cannot successfully complete the

intermediate level skills explained below.

II. Intermediate Course Entrance Requirements

A. A student demonstrates ability to swim 25 yards on his back.
B. Student swims 25 yards using the crawl stroke.
C. Student dives from the deck and swims 15 feet underwater.

III. Advanced Course Entrance Requirements

A. The student swims 50 yards continuously, using a coordinated stroke on the back.
B. The student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
C. The student performs survival floating for 5 minutes.

****INDIVIDUAL PHYSICAL EDUCATION**

Students with physical limitations or handicaps are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

UNIFORMS FOR ACTIVITY CLASSES

All students in required physical education classes must wear an all-white T-shirt or blouse with short sleeves, gym shorts (any color), and gym shoes (except during outside activities on cold days when long slacks and long sleeves would be necessary). NO CUT-OFFS WILL BE ALLOWED. Physical Education major students must wear the uniforms designated for the professional preparation program. Uniforms may be purchased at the College Bookstore.

RELIGION AND PHILOSOPHY

PROFESSORS: DR. WALLACE, DR. KEYSER, DR. LANGSTON, DR. LEDGERWOOD
ASSOCIATE PROFESSOR: DR. MARTIN
ASSISTANT PROFESSORS: DR. COGDILL, DR. MELTON
PART-TIME INSTRUCTOR: REV. SMALL

Objectives of the Religion and Philosophy Department

1. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western Philosophical heritage.
2. To offer advanced elective courses in Religion, Religious Education, and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interests.
3. To offer concentrations in Religion, Religious Education, and Philosophy for those students who have more intense personal and academic interests in such areas of study.
4. To offer majors in Religion, Religious Education, Church Ministries and Religion and Philosophy as vocational and pre-vocational preparation for those students entering a religious or church-related vocation.

   All students receiving scholarships from the school because of their church related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell College.

Departmental Courses Required for Graduation

All degree candidates must take Religion 101 Introduction to the Bible first; after which all students will select according to their own personal interests any 200 or 300 level course offered in the Religion Division.

Departmental Requirements for Majors

1. Religion or Religious Education. Thirty-three (33) semester hours in addition to Religion 101 of which fifteen (15) semester hours must be in courses numbered 300 or above. Specific major requirements are detailed in the catalogue section on course listings.
2. Religion and Philosophy. Eighteen (18) semester hours in Religion including Religion 101 of which nine (9) semester hours must be in courses number 300 or above and eighteen (18) semester hours in Philosophy.
3. Church Ministries. A core curriculum of eighteen (18) hours and up to thirty (30) hours of specialized courses are required. Specific major requirements are detailed in the catalogue section on course listings.

Concentrations

Eighteen (18) semester hours in Religion, Religious Education or Philosophy. For a concentration in Religion or Religious Education nine (9) semester hours must be in courses numbered 300 or above.

English Requirements

Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

RELIGION

Only a B.A. degree program is offered in Religion. In addition to the general college requirements for the B.A. degree 36 semester hours, including a minimum of 15 semester hours of courses numbered 300 and above, which must include Religion 402, are mandatory. It is expected that a minimum of one course each in

Philosophy and Religious Education be included.

COURSES

101. Introduction to the Bible (3).
A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. This course, or equivalent, is a prerequisite to all other religion courses. Every semester.

202. Old Testament Thought (3).
An historical and systematic study of major Old Testament concepts. Every semester by demand.

212. New Testament Thought (3).
A study of the key New Testament concepts which shaped the faith of the Christian Church. Every semester by demand.

222. Basic Christian Thought (3).
A systematic study of fundamental beliefs within the Christian faith. Contents discussed include: God, revelation, Christ, evil, history, Holy Spirit and eschatology.

224. Basic Christian Ethics (3).
A systematic study of the ethical implications of faith for the Christian life. In addition, particular moral issues are discussed, such as war, ecology, race relations, and others.

226. Introduction to Church Ministries (3).
A study of the way Baptists carry out the Christian mission through a variety of ministries in local churches, associations, and conventions.

227. Pastoral Theology (3).
An introduction to the principles and practices of the pastoral ministry.

301. Old Testament Archaeology (3).
A study of ancient Near Eastern archaelogical evidence as related to the Old Testament.

302. Prophetic Literature of the Old Testament (3).
A study of the times, activities, and messages of selected prophets.

304. Poetic and Wisdom Literature (3).
A study of Old Testament poetic and wisdom literature and its unique contribution to ancient Near Eastern literature.

313. The Teachings of Jesus (3).
A study of the message of Jesus recorded in the Synoptic Gospels with special attention to the proclamation of the Kingdom of God and its ethical demands.

314. Paul (3).
A study of Paul's personality, life and thought. Acts, Paul's epistles, and secondary sources, both ancient and modern, will be used as sources.

317. The Gospel of John (3).
An exposition of the Fourth Gospel with special attention to its historical setting and its contemporary application.

321. Contemporary Theology (3).
A study of major 19th and 20th century theologians since Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, death of God theology, and others.

331. Life and Thought in the Christian Church: Early and Medieval (3).
An historical study of the major movements and thought in the early and medieval church.

332. Life and Thought in the Christian Church: Reformation and Modern (3).
An historical study of the major movements and thoughts of the reformation and modern church.

334. American Christianity (3).
Study of the history, ideas, and influence of Christianity in America.

335. Baptist History (3).
A study of Baptists, including their origins, history, principles, and practices.

340. The Family (3).
Study of the religio-cultural setting of the American family in historical and contemporary settings.

344. Sociology of Religion (3).
Investigation of the socio-cultural structure of American Christianity. Close examination of the meaning and belonging functions of religion will be explored.

351. History of Religions (3).
A study of the major religions of the world, with special emphasis upon religions of India and the Far East — Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Attention is also given to Judaism and Islam.

402. Religion Seminar (3).
Selected topics in Biblical Studies, Church History, Theology and Christianity and Culture.

Religious Education

MAJOR REQUIREMENTS

For a Religious Education major a student may elect either a B.A. or B.S. degree program. Either program, however, must satisfy the full general college requirements for that degree.

In addition to the general and the department requirements, a minimum of 18 semester hours must be selected from the religious education courses listed below. Up to one half of this major, 18 semester hours, may be courses listed under Religion, Religious Education and Philosophy. Cross credit may be obtained by taking Education 341, Education 431, or Physical Education 462.

CHURCH MINISTRIES

The B.S. degree is awarded to students majoring in church ministries.

In addition to the general and departmental requirements, a church ministries core curriculum of eighteen (18) hours must be completed. The core curriculum includes the following courses: Religion 202, 212, 222 or 224, 226, 302 or 313; Psychology 222, Education 341 or Psychology 260.

Students majoring in church ministries must select one of the following areas of concentration and complete up to thirty (30) hours of interdisciplinary studies (Religion, Sociology, Psychology, Physical Education, Drama, Music, and Education) in the area chosen: Pastoral Ministry, Youth Ministry, Education Ministry and Music Ministry.

COURSES

261. Principles of Administration (3).
A management approach to the administrative task. Designed to give leaders an introduction to those principles which should be employed in guiding and directing the work of others. Fall semester every year.

262. Educational Organization (3).
A study of organizations and methods used in promoting a well-rounded program of religious education through the church. Spring semester every year.

269. Christianity and the Family (2).
An examination of the theological, psychosexual, and ethical issues arising from a study of sex, love and marriage. The practical aspects of these crucial areas of man's life and the context of American culture are the focus of this course.

361. Psychology of Religion (3).
A study of the psychological aspects of religious experience. The course is designed to give the student a degree of psychological insight into his own religious experience and the basis for a program of Christian counseling.

362. Youth Work (3).
A study of the social and spiritual development of the age group. Consideration is given to organizations, materials and methods which youth leaders can use to meet the needs of youth in the church. First half Spring semester (block schedule) every year.

363. Teaching of Religion (3).
A course which combines theory and application in the discovery of the best principles, material, and methods of Bible teaching.

364. Youth Program (3).
A course designed to introduce students to resources and to stimulate ideas which will enable them to plan, present, and evaluate a comprehensive youth program in the local church.

457. Experiential Learning (1-6).
The student will make a proposal in terms of specific projects to be completed largely off-campus under the direction of a faculty advisor. The faculty advisor will recommend from one to six semester hours of credit for each involvement, subject to the approval of the department chairman.

462. Recreational Leadership (3).
This course, taught by the Physical Education Department, may be counted toward Religious Education requirements after other Religious Education courses have been taken. See listing under Physical Education 462. First half Spring semester (block schedule) every year.

464. The Staff Church (3).
A seminar approach to the administration of a church which is large enough to have a multiple staff ministry. Required of those taking Religious Education 564. Others by permission of instructor. Prerequisite: Religious Education 261. First half Spring semester (block schedule) every year.

564. Depth Study (6).
A descriptive study of the educational program of a local church which has a professional minister of education. The results of the findings will be presented in the senior thesis form. Prerequisite: Religion 464. Full-time, second half of the Spring semester (block schedule), every year.

PHILOSOPHY

121. Introduction to Philosophy (3).
An examination of selected problems and the relation of philosophy to other disciplines, with particular attention to method.

221. Introduction to Logic (3).
An examination of three characteristics of logical thinking: clarity, criticism, and argument, applying rules, principles and techniques to actual cases.

231. A History of Ancient and Medieval Philosophy (3).
A survey of the development of philosophical ideas from the inception of the discipline in ancient Greece to the European Renaissance.

232. Modern Philosophy (3).
A historical and philosophical analysis of 16th-18th centuries Enlightenment, the transition from the medieval to the modern view of man's place in the universe.

233. Contemporary Philosophy (3).
A study of the philosophical developments of the 19th and 20th centuries such as existentialism, logical positivism and process philosophy.

323. Philosophy of Religion (3).
Identifying and clarifying crucial theological problems; an examination of recent developments and an analysis of central arguments.

476. Divine Law, Human Law (2).
The relations between ontology, morals and law. Historical and systematic treatment covering the Old Testament

law and its precursors, the rabbinical elaboration, New Testament law, the ecclesiastical canons and natural law and other philosophical ontologies.

SOCIAL SCIENCES

PROFESSORS: DR. GASS, DR. BROWN, DR. EARP, DR. McOUADE, DR. STUMPF, DR. MOORE, DR. WALLACE
ASSOCIATE PROFESSOR: DR. FUNDERBURK
ASSISTANT PROFESSORS: MR. EASLEY, MR. REINHARDT, MISS SHERWOOD, MR. TUCK
PART-TIME ASSISTANT PROFESSOR: DR. HUGGINS

Requirements for the Major in Social Sciences: The candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in the social sciences must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a grade of "C" or better in each course 24 semester hours in one of the following fields: economics, geography, sociology, government, or history. In addition, the candidates must complete, with a grade of "C" or better in each course, six hours each in three fields, other than the field of concentration to be chosen from: economics, geography, sociology, government, or history. The candidate for a major in social sciences who also desires N. C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 24 semester hours in history and six semester hours in each of the following fields: economics, geography, government and sociology.

Requirements for the Major in History: The candidate for the Bachelor of Arts or the Bachelor of Science with a major in history must complete at least 30 hours of history with a grade of "C" or better in each course, including at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. The candidate must complete History 111-112 and History 221-222. In addition, the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, Economics, 6 hours; and either Geography 113 or Sociology 225. The candidate for a major in history who also desires N. C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 6 hours in each of the following fields: economics, geography, government, and sociology.

Requirements for the Major in Sociology: The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in sociology must complete, with a grade of "C" or better in each course, at least 30 semester hours in sociology, which must include Sociology 225 (Principles), 347 (Social Theory), 350 (Sociological Research) and either 358 (Historical Sociology — American) or 404 (Historical Sociology — European). In addition the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, History 221, 222, and Psychology 222. There is no provision for teacher certification in sociology.

Requirements for a Major in Social Services. The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in Social Services must complete with a grade of "C" or better in each course 51-57 semester hours after meeting the requirements of the General College Curriculum. The candidate must take Psychology 22, 232, 360, or Sociology 343; Government 230 or 337; History 221 and 222; Sociology 226, 340, and 342 and 361. A candidate will also complete an Internship for 6 semester hours. In addition a candidate will develop a specialization in one of the following areas: Mental Health (18 semester hours) Psychology 364, 461, 471, 437, 463, 367; Public Health (18 semester hours) (1) Home Economics 227, 327, 236, (2) Home Economics 335 or Education 341, (3) Home Economics 421, (4) Psychology 367, or Data Processing 225; Corrections (21 semester hours) Psychology 364, 461, 463, Sociology 346, 347, 350; Social Services Administration (18 semester hours) Economics 223, 357, Business Administration 331, 332, Government 230 or 337; Data Processing 225.

High-School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who desires certification for the teaching of the social studies in the secondary schools of North Carolina should consult both the Department of Social Sciences and the Department of Education.

ECONOMICS

For the description of courses in economics, see the Economics and Business Administration and Business Education section of this catalogue. History 330 and History 331 may be counted as either history or economics, but not as both.

Pre-Law Curriculum in Social Sciences:

FRESHMAN YEAR

First Semester	Hrs.
English 111	3
History 111	3
Mathematics	3
Language	3
Natural Science	4
Physical Education	1
	17

Second Semester	Hrs.
English 112	3
History 112	3
Mathematics	3
Language	3
Natural Science	4
Physical Education	1
	17

SOPHOMORE YEAR

First Semester	Hrs.
Religion 101	3
History 221	3
English	3
Language	3
Speech 113	2
Health 111	2
	16

Second Semester	Hrs.
Religion	3
History 222	3
English	3
Language	3
Art 131 or Music 131	3
	15

JUNIOR YEAR

First Semester	Hrs.
Economics 223	3
Philosophy 121	3
English	3
Accounting 213	3
History 343	3
	15

Second Semester	Hrs.
Sociology 226	3
Philosophy 221	3
Government 229	3
Accounting 214	3
History 344	3
	15

SENIOR YEAR

Senior Year: Government (Junior-Senior level), 3 hours; History, 3 hours; English, 6 hours; Sociology, 6 hours; 6 additional hours from any one of the following: Sociology, History. Government, English or Economics: sufficient electives to produce a minimum of 128 hours for graduation. The candidate for graduation must have an over-all "C" average on all work attempted, and a grade of "C" or better on each course offered for the major.

HISTORY

111-112. Western Civilization (3, 3).
A survey of Western Civilization to the present; gives attention to the origins of civilization and to relations between the West and non-Western areas of the world. (Every semester.)

221-222. American History (3, 3).
A survey of United States history from the discovery of the New World to the present. (Every semester.)

311. Greek Civilization (3).
(Greek 311) A survey of the history of ancient Greek culture. (Offered by the Department of Foreign Languages.)

312. Roman Civilization (3).
(Greek 312) A survey of the history of ancient Latin civilization. (Offered by the Department of Foreign Languages.)

330, 331. American Economic History (3, 3).
The evolution of the American economy is traced and analyzed in terms of developments in agriculture, commerce, transportation, finance, industry, etc., and of the economic principles involved. (330, every Fall; 331, every Spring.)

332. North Carolina (3).
A survey of the State's history. (Every semester.)

333, 334. The Far East (3, 3).
The history of the Far East is traced from ancient times to the present, including the Chinese Communist Revolution. (333, every Fall; 334, every Spring.)

336. The United States in Recent World Affairs (3).
Relations of the United States with foreign nations, with special emphasis on the causes and consequences of wars, disarmament, the peace movements, the Monroe Doctrine, and efforts at international cooperation.

338. American Military History (3).
A survey is made of American military history with emphasis on the geographical, political, sociological, economical, and tactical considerations affecting each major war in American history. Successful leadership and management techniques used in past conflicts are examined for possible modern application.

339. Studies in Revolutions (3).
Comparative studies of several aspects of selected revolutions in the modern world. (Every Spring.)

342. Medieval Europe (3).
The political, economic, ecclesiastical, and cultural history of Europe is surveyed from the fall of Rome to early modern times. (Fall, even numbered years.)

343-344. England (3, 3).
The political, economic, ecclesiastical, and intellectual history of the English is traced from earliest times to the present. (343, every Fall; 344, every Spring.)

345. Philosophy of History (3).
(Philosophy 345). Representative interpretations of history are studied, with special emphasis upon those which are implicit in Western Civilization. (Offered by the Department of Philosophy.)

350. Renaissance and Reformation (3).
The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. (Fall, even numbered years.)

351. Europe in the Age of the French Revolution (3).
A study of the French Revolution, its causes, and short-run and long-run results. (Spring of even-numbered years.)

352. Europe in the Modern World (3).
The principal European states are studied in terms of their internal development and international relations.

353, 354. Recent History of the United States (3, 3).
Significant developments in the history of the United States since 1890 are studied in detail, with emphasis upon their political, constitutional, diplomatic, and economic aspects. The first semester's work covers the period to the New Deal.

355, 356. Russia and the U.S.S.R. (3, 3).
Russian history is traced in terms of its principal events and developments from its beginning to the present.

357, 358. Social and Intellectual History of the United States (3, 3).
The interaction of ideas and social practices is analyzed through the examination of thought and institutions in such fields as science, law, technology, religion, economics, philosophy, and education.

359, 360. American Colonial History and the American Revolution (3, 3).
The development of American nationhood and institutions is traced from the founding of the English colonies to the inauguration of Thomas Jefferson.

403, 404. Social and Economic History of Europe (3, 3).
Traces and analyzes the main currents of the social and intellectual development of European civilization.

445. Modern European Political Thought (3).
(Government 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

446. American Political Thought (3).
(Government 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

447. Contemporary American Political Thought (3).
(Government 447). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, Jacques Maritain, and to black thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

448. Twentieth Century American Foreign Policy (3).
(Government 448). An examination of the formation and execution of American foreign policy since 1900.

449, 450. The Development of the American Constitution (3, 3).
(Government 449, 450). Gives an account of the living constitution by tracing practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of the American Constitution today. (Offered by the Department of Government.)

451. Introduction to Legal Concepts (3).
Traces the historical development of modern concepts of law, truth, and justice.

452. Legal History (3).
Examines the historical background and development of American law.

GOVERNMENT

For descriptions of courses in government, see the Government section.

SOCIOLOGY

Prerequisites: See individual course descriptions below for prerequisites to specific courses.

225. Principles of Sociology (3).
In this introduction to the principles of sociology, an attempt is made to provide an understanding of culture, collective behavior, community life, and social change. Open to Freshmen. (Every Spring.)

226. Social Problems (3).
The nature and extent of social problems in contemporary life are examined in terms of causes and constructive methods of treatment and prevention. (Every Spring.)

232. Social Psychology (3).
(Psychology 332). The forms of interaction of personalities which characterize sociology are studied in terms of their effect upon the institutions and functions of society. (Offered by the Department of Education and Psychology.)

334. American Society (3).
An examination of the contemporary American society employing concepts of authority, community, status, sacred and alienation.

340. The Family (3).
Among the topics discussed are the development of the family as a social

institution, the contemporary family in various cultures, and the relationship of the family to the other institutions of American society.

341. Social Change (3).
Social change is studied in terms of its causes and its effects upon such factors as social stratification, status systems, and communications.

342. The Community (3).
Dealing with the community in both its rural and its urban form, this course considers the rural-urban differentials, the changing pattern of community life, neighborhoods, natural areas, and rural and urban problems.

343. Personality in Culture (3).
Investigates the relationships between the interlocking systems of personality and culture, i.e., how cultural traditions through the process of socialization pattern personality, cognition, perception, states of consciousness, and mental illness syndromes, and how personalities may in turn change these cultural traditions.

344. Sociology of Religion (3).
A study of the role of religion and religious institutions in society.

345. Anthropology (3).
Scientific evidence concerning the development of homo sapiens is presented. What leading thinkers are saying about man's place in the universe is surveyed.

346. Criminology (3).
A study is made of the crime problem in the United States; emphasis is given to the reduction of crime and the rehabilitation of convicts.

347. Introduction to Social Theory (3).
A critical study of sociological theories of recent writers with a view to laying the foundations for a constructive theory of modern life. Prerequisite: 9 hours of sociology.

350. Social Research Techniques (3).
It is the purpose of this course to introduce the student to methods of research used by investigators of social data. Prerequisites: 12 hours of sociology; open to majors only.

353. Social Structure (3).
Undertakes to provide a frame of reference for the ordering and analysis of sociological facts.

358. Historical Sociology-American (3).
(History 358). Considers the influence of Social Darwinism upon American social thought and the Development of sociology as a recognized discipline and profession in the United States.

359. Juvenile Delinquency (3).
Delinquency as a form of socially deviant behavior; definition of, extent of, limitations of statistics, theories of causation, the delinquent subculture; prevention and treatment.

361. Introduction to Social Work (3).
Surveys the purposes, problems, methods, and institutions of social work.

404. Historical Sociology-European (3).
(History 404). Traces and analyzes the main currents of the development of social thought in modern Europe.

GEOGRAPHY

For descriptions of courses in geography, see the Geology and Geography section.

DEPARTMENTAL SEMINAR (3).

Admission is by consent of the instructor to Social Science, Sociology, and History majors who have completed at least 75 semester hours of college work, including at least 21 hours in the social sciences. The work of the seminar includes readings and discussion. Each student writes a major research paper under the personal supervision of the instructor. The topic is selected with the approval of the instructor. The course number is "499".

INDEPENDENT STUDY

Independent study is any type of study conducted under the supervision of a qualified instructor but not conducted as a regularly scheduled course listed in the catalog.

Independent study will be offered on both survey and in-depth level courses, provided that they are not on the same course and not on a course offered within a two-year period. Three hours credit will be given for each independent study course. All independent study should be initiated by the student. Students should submit a written request and receive approval before beginning an independent study. The student and faculty member will work out the format for each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

a. No student can take more than one 3-semester-hour independent study course per semester in this department; no student shall offer more than 9 total credit hours in independent study toward a major in this department.

b. A schedule allowing for an average of nine hours of work per week (this would include time spent in meetings with the professor).

c. A clear, written understanding between the student and professor of the objectives of the study, the procedures to be followed, the reading to be done, the written work to be done, any travel to be undertaken, and the means of evaluation.

Supervision of independent study will be on a volunteer basis for the

professor. The student will be supervised by professors in the field of the professor's specialty. Each professor will only have one to three students doing independent study each semester at any given time. All independent study shall be approved by the supervising professor, the department chairman, and the Academic Dean.

SPEECH AND DRAMATICS

ASSOCIATE PROFESSOR: MR. LINNEY
INSTRUCTOR: MR. REYNOLDS

A concentration in the Dramatic Arts requires a minimum of 17 hours. Required courses include Voice and Diction (113), Introduction to Theatre (131), Acting and Directing (227), Stagecraft (228), and Theatre Techniques (230). An additional three hours will be chosen from the following: Playwriting (229), Shakespeare Survey (332), Shakespeare's Comedies and Histories (332A), Shakespeare's Tragedies and Dramatic Romances (332B), English Drama (338), Modern Drama (451). All students must also direct at least one one-act play for performance.

113. Voice and Diction (2).
A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

114. Oral Interpretation (2).
Designed to follow Speech 113. Techniques and practice in the oral presentation of prepared works, original or from literature. Emphasis is on gaining the dramatic value from such works, as well as on improving vocal techniques.

117. Corrective Speech (1).
Designed specifically for students afflicted with speech disorders (one to three hours in one semester or extended over several semesters according to need): group meetings of the class, supplemented by Clinical periods devoted to individual diagnosis and treatment.

131. Introduction to Theatre (3).
A broad survey of theatre from the classical Greek literature to modern times.

227. Acting and Directing (3).
An introductory course in acting and directing.

228. Stagecraft (3).
A class that gives the student practical experience in staging the productions of the Campbell Players.

229. Play Writing (3).
An introductory course in play writing.

230. Theatre Techniques (3).
A class that emphasizes design techniques and finer details of stage productions.

5. DIRECTORY

TRUSTEES

Terms Expiring 1978

Dr. Ramsey Cammack..... Burlington, North Carolina 27215
Mr. Lacy Collier..... Fayetteville, North Carolina 28305
Dr. Tom Freeman..... Dunn, North Carolina 28334
Dr. Will H. Lassiter..... Four Oaks, North Carolina 27524
Mr. Carroll Leggett..... Washington, D. C. 20510
Mr. Clyde J. Rhyne..... Sanford, North Carolina 27330
Mr. Lamar Simmons..... Lillington, North Carolina 27546
Mr. Edgar A. Thomas..... Lexington, North Carolina 27292
The Honorable Charles Whitley..... Washington, D. C. 20515

Terms Expiring 1979

Mr. Raymond A. Bryan, Jr..... Goldsboro, North Carolina 27530
Mr. James Bullock..... Raleigh, North Carolina 27602
Mr. Robert Hall..... Mocksville, North Carolina 27028
Mr. Blanton Hartness..... Henderson, North Carolina 27536
Mr. Robin Whitley Hood..... Benson, North Carolina 27504
Dr. Fred R. Keith..... St. Pauls, North Carolina 28384
Dr. Billy T. Mobley..... Hickory, North Carolina 28601
Mr. A. Lee Royal..... Charlotte, North Carolina 28204
Mr. Alfred Stancil..... Rocky Mount, North Carolina 27801

Terms Expiring 1980

Mr. Allen Bailey..... Charlotte, North Carolina 28202
Dr. J. Raymond Edwards, Jr..... Fuquay-Varina, North Carolina 27526
Mrs. Clayton Fulcher, Jr..... Atlantic, North Carolina 28511
Rev. Glen Holt..... Fayetteville, North Carolina 28302
Mrs. W. H. Jones..... Kinston, North Carolina 28501
Mr. George McLaney..... Elizabethtown, North Carolina 28337
Mrs. George T. Scott..... Selma, North Carolina 27576
Mr. William M. Womble..... Sanford, North Carolina 27330
Mr. Henry Wyche..... Whiteville, North Carolina 28472

Terms Expiring 1981

Mrs. Austin Ayscue..... Henderson, North Carolina 27536
Mr. Robert A. Harris..... Eden, North Carolina 27288
Mr. D. Earl Pardue..... Burlington, North Carolina 27215
Mrs. Ruth Prince..... Elizabethtown, North Carolina 28337
Dr. Tom L. Rich..... Fairmont, North Carolina 28340
Mr. J. Leon Rumley..... Winston-Salem, North Carolina 27101
Mr. Dan E. Stewart..... Raleigh, North Carolina 27608
Mrs. J. H. Strickland..... Four Oaks, North Carolina 27524
Mrs. Fred L. Taylor..... Vass, North Carolina 28394

ADMINISTRATION AND STAFF, FALL 1977

Norman A. Wiggins..... President
A. R. Burkot..... Vice-President and Provost
Fred McCall..... Vice-President in Institutional Development
Lonnie D. Small..... Business Manager
Leslie Bryant Ledgerwood..... Academic Dean
David McGirt..... Registrar
Robert L. Wicker..... Director of Admissions

Robert L. King.....Director of Guidance and Career Counseling
David E. Buckingham.....Dean of Men
Mrs. Sue Burgess.....Dean of Women
Philip E. Kennedy.....Director of Public Information
Frank Upchurch.....Director of Alumni Affairs
G. Rodney Beals.....Director of Public Relations
Robert L. Clegg.....Director of Religious Activities
James D. Sistrunk.....Director of Library Services
Wendell Carr.....Director of Athletics
Graham Evans.....Director of Health Services
Kenneth Barbour.....Director of Food Services
R. Lewis Beal.....Director of Student Financial Aid
Mahlon R. Parker, Jr.....Purchasing Agent
Robert Lane.....Laundry Manager
Jim Kinard.....Director of Physical Plant
Nick Gregory.....Director of Housing
Herbert H. Ennis.....Director of Security and Traffic
Charles B. Howard.....Director of Church Relations
Hervey E. Keator.....Coordinator of Veterans Affairs

ASSOCIATES

Wayne F. Murphy.....Director of Estate Planning
Conrey D. Flowers.....Director of Computer Services
Nathan M. Johnson, III.....Assistant Treasurer
Alton W. Hardison, Jr.....Assistant Registrar
Mrs. A. B. Johnson.....Assistant Registrar
Todd Scarborough.....Director of Service Enterprises
Mrs. Helen Sistrunk.....Assistant Librarian
Mrs. Hargrove B. Davis.....Head Nurse
C. A. Upchurch.....Manager of College Store
Mrs. Ruth Dixon.....Associate Director of Food Services
Mrs. Billie Sawyer.....Associate Director of Food Services
Mrs. Ava Upchurch.....Associate Director of Food Services
R. V. Hight.....Director of Sports Information
.....Manager of Radio Station
William Mahoney.....Admissions Counselor
.....Assistant Director of Admissions
Linda Boylan.....Assistant to the Director of Admissions
Mary Jo Byrd.....Assistant to the Director of Admissions
Mrs. Bettie Carroll.....Residence Hall Counselor
Mrs. Josephine Gilliland.....Residence Hall Counselor
Mrs. Jill Jones.....Residence Hall Counselor
Mrs. Jeanne Pittman.....Residence Hall Counselor
Mr. and Mrs. Gary Furr.....Residence Hall Counselors
Mr. and Mrs. Frank Upchurch.....Residence Hall Counselors
Roger Edwards.....Residence Hall Counselor
Randall Gildchrist.....Residence Hall Counselor
Steve Denning.....Residence Hall Counselor
Mr. and Mrs. John Tyson.....Residence Hall Counselors
Mr. and Mrs. Jimmy Warren.....Residence Hall Counselors
Mr. and Mrs. Benny Thompson.....Residence Hall Counselors
Mr. and Mrs. Rick Trexler.....Residence Hall Counselors

SECRETARIES AND OTHER OFFICE ASSISTANTS

President's Office: Mrs. M. B. Matthews, Jr., Ms. Cynthia McCullen

Dean's Office: Mrs. Donald Keyser

Provost's Office: Mrs. Gary Murchison

Office of Admissions: Mrs. Larry Currin, Mrs. David Hicks, Mrs. John Ryals, Mrs. O. B. Wallace, Mrs. Dean Martin

Registrar's Office: Mrs. Isobel Wolf

Business Office: Mrs. Danny Alford, Mrs. Debra Alford, Mrs. Earl Cox, Jr., Mrs. Carl Davis, Mrs. Thomas Folwell, Mrs. Connie Godwin, Mrs. Johnnie Lewis, Mrs. Lavern Matthews, Ms. Judy Moore, Mrs. Jack Pace, Mrs. Kemp Stewart, Miss Ramona Tew, Ms. Susie Tize, Miss Lana Wagstaff, Mrs. Elijah Weaver, Mrs. Billy Whittington

Institutional Advancement Offices: Mrs. Hazel Byrd, Mrs. E. H. Lassiter, Jr., Mrs. John Luton, Mrs. Donna McLamb, Mrs. Flora Rogers, Mrs. Milton J. Stephens

Library: Mrs. Eva Barefoot, Mrs. Rodney Beals, Mrs. Connie Bennett, Mrs. Greg Bruhn, Mrs. Rosalie Ferrell, Mrs. Sophia Gregory, Mrs. Paula Hinton, Mrs. Pam Jernigan, Mrs. Anne Kinard, Mrs. Frances Lanier, Mrs. Christine Matthews, Mrs. Jane Mitchell, Mrs. Carol Newton, Miss Tracey Reardon, Mrs. Eula Upchurch

Student Personnel Offices: Mrs. Eugene Compton, Mrs. Bruce Jackson

Marshbanks Dining Hall: Mrs. James Kennedy

Plant Maintenance: Miss Jean Gainey, Mrs. Joseph Gregory, Mrs. Carlton Haskins, Mrs. Preston Stephenson

Financial Aid Office: Mrs. Greg Griffin, Mrs. Bryant Ledgerwood, Mrs. Gene Stewart

FACULTY

NORMAN ADRIAN WIGGINS, President — B.A., Wake Forest University; LL.B., ibid.; LL.M., Columbia University School of Law; J.S.D., ibid.; Associate Trust Officer, Planters National Bank and Trust Company, Rocky Mount, N. C., 1952-1955; Assistant Professor of Law, Wake Forest University, 1956-1957; Associate Professor of Law, ibid., 1957-1962; Professor of Law, ibid., 1962-1967; General Counsel, ibid., 1964-1967; President, Campbell College, 1967-

ALEXANDER ROMAN BURKOT, Provost; Professor of Modern Languages — B.A., Dickinson; M.A., University of North Carolina at Chapel Hill; Graduate Student, University of Berlin; HH.D., Elon College, 1967; Head of Modern Languages, Campbell College ,1935-1961; Dean of Men, ibid., 1936-1947; Dean, ibid., 1944-1973; Vice President, 1968-; Provost, 1973-; Campbell College, 1935-

LESLIE BRYANT LEDGERWOOD, Academic Dean — B.A., Baylor University; B.D., Southern Baptist Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Oklahoma; Campbell College, 1973-

DEBORAH E. ANDERSON, Part-time Instructor in Chemistry — B.S., Campbell College; Campbell College, 1977-

ROBERT W. ANDERSON (MAJOR), Assistant Professor of Military Science — B.S., University of Tampa; B.S., University of South Florida; Campbell College, 1974-1977

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Mathematics	Mr. Harold C. Bain
Military Science	LTC Dywane D. Cude
Music, Art and Drama	Dr. Paul M. Yoder
Physical Education and Health	Dr. Harry E. Larche
Natural Science and Physics	Dr. Louis S. Hovis
Religion and Philosophy	Dr. Jerry M. Wallace
Social Science	Dr. W. Conard Gass

ALUMNI BOARD OF DIRECTORS 1976-77

President	W. H. Ledbetter, '63 Fredericksburg, Va.
First Vice-President	Hilma S. Cameron, '72 Smithfield, N. C.
Second Vice-President	Howard Crutchfield, '63 Raleigh, N. C.
Secretary	Mrs. M. B. Matthews, Jr., '65 Buies Creek, N. C.

Representatives At Large

Archie Brigman, '49	Falcon, N. C.
Mrs. Dorothy H. McDaniel, '53	Pensacola, Fla.
Eddie Fisher, '68	Vincentown, N. J.
Ann Neville Price, '66	Forest, Va.
Judy M. Johnson, '66	Rockville, Va.
Melba L. Williams, '71	Durham, N. C.
Howard Crutchfield, '63	Raleigh, N. C.

FACULTY EMERITI

J. DELMER ASHWORTH, B.A., B.J., M.A.
English, 1962-1971

MURIEL MARTIN BAGBY, B.A., M.A.
Latin, 1952-1971

ELIZABETH BRITTON, B.A., M.A.T.
Chemistry, 1955-1976, fall 1977

EDWARD DUVALL, B.A., LL.B., M.A.T.
Mathematics, 1963-1971

NANCY ELIASON, B.A., M.A.
Botany, 1959-1971

ALBERT CLARKE GASKILL, B.S., C.P.A.
Business, 1965-1977

W. S. HORTON, B.S., M.A.
Education, 1969-1975

CHARLES BARRETT HOWARD, B.A., D.D.
Bible, 1938-1959

ALMA SAMS KENNEDY, B.A., M.A.
English, 1955-1978

CHARLES E. LANDON, B.A., M.A., Ph.D.
Business, 1965-1977

BESSIE CAMPBELL LYNCH, B.M.
Music, 1916-1928, 1934-1965

HAZEL MATTHEWS, B.A., M.A.T.
Biology, 1965-1977

MABEL POWELL, B.A., M.A.
English, 1924-1967

INEZ G. SADLER, B.A.
Business, 1955-1967; Director of Placement, 1964-1970

WILLARD S. SWIERS, B.E., M.A., D.Ed.
Education, 1967-1976

MYRTLE FULLER TILLMAN, A.B., B.M.T.
Art, 1953-1958, 1962-1967

AMANDA MARTIN TURLINGTON, B.A., M.S.
Home Economics, 1936-1952

FRANK E. WEYER, B.A., M.A., Ph.D.
Education, 1961-1971

LOCAL CHAPTER PRESIDENTS

Alamance	Mr. Harold Nall, '47
Charleston, S. C.	Waylon B. Wilson, '32
Cumberland	Ford Buffaloe, '70
Durham-Orange	Jim Jackson, '67
Forsyth	Mrs. Carlton T. Mitchell, '41
Granville	John Owens, '66
Greensboro	Vel Pierce, '66
High Point-Lexington	Sarah E. Vick, '73
Lee County	Wayne Spivey, '64
Mecklenburg-Gaston	Jill Kinney, '69
Nash-Edgecombe	Lydia Booth, '40
Philadelphia-New Jersey	John Cassidy, '70
Raleigh-Wake	John C. Stuart, '73
Richmond (VA.)	Morris Cameron, '69
Robeson	Phil Floyd, '74
Southeastern	Bill Hobbs, '63
Tidewater (VA.)	Rosy Gilbert, '69
Virginia-Peninsula	Reggie Tucker, '69
Wayne County	George Thigpen, '69

ALUMNI BOARD OF DIRECTORS 1977-78

President	Hilma S. Cameron, '72 Smithfield, N. C.
First Vice-President	Howard Crutchfield, '63 Raleigh, N. C.
Second Vice-President	David Corn, '69 Rocky Mount, N. C.
Secretary	Mrs. M. B. Matthews, Jr., '65 Buies Creek, N. C.

Representatives At Large

Terms Expiring October 1978

Jackie Stephenson, '60	Southport, N. C.
David Corn, '69	Rocky Mount, N. C.
Helen Carr Bigham, '46	Charlotte, N. C.
Frances M. Roberson, '54	Fayetteville, N. C.
Ernest Stanley Owen, '58	Fayetteville, N. C.
W. C. Norris, '33	Greensboro, N. C.
W. E. Julian, '49	Fayetteville, N. C.
Annie N. Thompson, '73	Reidsville, N. C.

Terms Expiring October 1979

Dr. B. P. Marshbanks, '42 ..... Lillington, N. C.
Marietta G. Watson, '51 ..... Sanford, N. C.
Richard Gays, '66 ..... Hartford, Conn.
Robbie L. Stone, '66 ..... Durham, N. C.
Dr. Ernest M. Walker, '62 ..... Mt. Pleasant, S. C.
Doug Fleming, '68 ..... Atlantic Beach, N. C.
Jim Turner, '65 ..... Greensboro, N. C.
Andy Ashley, '70 ..... Metairie, La.

Terms Expiring October 1980

William B. McIver, '36 ..... Greensboro, N. C.
Bobby Etheridge, '65 ..... Lillington, N. C.
Calvin Knight, '43 ..... Winston-Salem, N. C.
Dr. Carlton T. Mitchell, '41 ..... Winston-Salem, N. C.
Warren Gay, '67 ..... Virginia Beach, Va.
Alvin D. Lewis, III, '71 ..... Fairmont, N. C.
Reggie Tucker, '69 ..... Newport News, Va.
Melba L. Williams, '71 ..... Durham, N. C.

LOCAL CHAPTER PRESIDENTS

Alamance ..... The Rev. J. H. Waugh, '37
Charleston, S. C. ..... Waylon B. Wilson, '32
Cumberland County ..... Susan F. Geddie, '74
Durham-Orange County ..... Jim R. Jackson, '67
Forsyth County ..... Dr. William F. Folds, '56
Granville, County ..... John Owens, '66
Greensboro ..... Vel H. Pierce, '66
High Point-Lexington ..... Terry Mayhew, '72
Lee-Moore County ..... W. M. Womble, Jr., '69
Mecklenburg-Gaston County ..... Jill Kinney, '69
Nash-Edgecombe County ..... Mrs. Lydia M. Booth, '40
Philadelphia-New Jersey ..... John V. Cassidy, '70
Raleigh-Wake ..... Sherrill B. Register, '64
Richmond (VA.) ..... Morris M. Cameron, '69
Robeson County ..... Alvin D. Lewis, III, '71
Southeastern ..... David P. Russ, III, '69
Tidewater (VA.) ..... Rosy Gilbert, '69
Peninsula (VA.) ..... Reggie Tucker, '69
Wayne County ..... George Thigpen, '69

6. HISTORICAL INFORMATION

COMMENCEMENT 1975

PROGRAM
EIGHTY-EIGHTH ANNUAL COMMENCEMENT

SUNDAY, MAY 18

10:30 A.M. ..... Sermon
Dr. Charles S. Webster
Minister, First Presbyterian Church
Red Bank, New Jersey

MONDAY, MAY 19

10:30 A.M. ..... Literary Address
James L. Sullivan
President, Retired
Sunday School Board, Southern Baptist Convention
Nashville, Tennessee

Awarding of Degrees and Delivery
of Diplomas ..... President Norman A. Wiggins

HONORARY DEGREES

96 Dr. Richard B. Johnson ..... Doctor of Humanities
Mrs. J. Hunter Strickland ..... Doctor of Humane Letters
Dr. James L. Sullivan ..... Doctor of Divinity
Dr. Bruce E. Whitaker ..... Doctor of Divinity

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Dan E. Stewart
David T. Phillips

COMMENCEMENT HONORS AND PRIZES

Valedictorian ..... Beth Ann Jernigan
Salutatorian ..... Richard Edward Fedroff
American Bible Society Award ..... Lloyd Lee Swift
J. P. Gardner Social Science Award ..... John W. Gainey, III

DEGREES AWARDED, MAY 19, 1975

Bachelor of Arts

Gwyn Carol Beck
Van Roger Brindle
James Ray Davis
Dale Harris Edgerton
Rachel Ellen Edwards, *Cum Laude*
Esther Hall Faircloth
Paul Travis Forrester
William Crawford Goodnight, Jr.
Jennifer Leah Hester
Michael D. Hopkins
Mary Susan Horne
Wanda Charlene Horton
Evelyn Morton Hudler
Alma Kate Lee
Frances Janelle McArthur
Mary Ann McBennett
Denver Lee McCullough
Randy Lee Merrell
Dwight H. Morris, Jr.
Lois Jean Oates, *Summa Cum Laude*
Constance Nadien Odham
Claude Douglas Overall
James Grafton Pearce
James Gregory Pulley
William Beal Rowland
Alberto A. Martinez Saenz
Thomas Roy Speight
Peggy Jean Stout, *Magna Cum Laude*
Lloyd Lee Swift, *Cum Laude*
William Randall Watson
Jeanette West
Charles O. Whitley, Jr.

Bachelor of Science

David Shriver Agnor
Robert Livingston Alderman
Brenda Gail Matthews Autry
John Stanley Baker
Phyllis Adams Barefoot, *Cum Laude*
Mary Jane Battaille
Linda Anne Belote
Mary Ann Best, *Cum Laude*
John Wesley Beyer
Kenneth P. Blizzard
Stephen McClain Bowman
Sarah Jane Branch
Willie Mae Brinkley
Mary Susan Brothers
Daniel Monroe Brown
Jerry Angela Brown
Jimmy Wayne Brown
Dearl Linwood Bunce, II
Bonnie Parrish Byrd
Charles David Byrd
Donnie D. Byrd
Martha Raye Carter
Sandra Ann Carter
Ann Reese Clark
Robert Kevin Cole
Roger Atwood Connor, Jr.
Peggy Hodges Core
Thomas G. Coutu
Ronald B. Covington
Elizabeth Anne Creech
Edd Lewis Cummings

Alison McKeever Davis
Elizabeth Ann Davis
Brenda Gayle Denton
Shirley Elaine Eure
Rhonda Kay Fallen
Sylvia Pauline Fann
Johnnie Edward Fields
Philip F. Flynn
Zella Mae Fore
Pamela Foster, *Cum Laude*
Frederick Argyle Franks, Jr.
Barbara Bailey Fuller
John W. Gainey, III, *Magna Cum Laude*
Connie Charisse Gallagher
William C. B. Gates, *Magna Cum Laude*
Edward George, Jr.
Patricia Ann Gilligan
Patrick Andrew Glovas
J. Richard Green, *Magna Cum Laude*
Richard Green, *Summa Cum Laude*
Mattie Williams Gregory
Richard B. Harrington, *Magna Cum Laude*
Sandra Denise Harris
Vicky Kay Hawley
John Joseph Heilman
Charles William Henderson, Jr.
LaWanda Dell Herring
Robert Byrd Hewitt, *Magna Cum Laude*
Daniel Eric Hickman
Phyllis Anne Hicks
Delores Geroleen Hilliard
Julie Elizabeth Hinnant
Kathy Rose Hobson, *Cum Laude*
John Robert Hocutt
Betty A. Holland
Julie Kennedy Holmes
Robert Sherod Hood
Bruce MacKinnon Hope
Beth Ann Jernigan, *Summa Cum Laude*
Leon Stacy Jernigan, Jr., *Magna Cum Laude*
June Johnson
Shirley Eldridge Johnson
Larry Paschal Johnston
Waylon Robert Kale
Barbara Ann Keith
Paul E. Klaus
James J. Konz
Frances Ann Langdon
John Learson, Jr.
Donna Bradley Lee
Neill Franklin Leslie, Jr.
Randy Allen Lewis
Marion G. Lockamy, Jr.
Mary Amadeus Marchioni
Victor F. Marchioni
Wanda Louise Marshall
Jo Anne Park Matthews
Jane Palmer Mauldin, *Summa Cum Laude*
Karen Leigh McBee
Roger Lanier McDaniel, Jr., *Cum Laude*
Beth Adams McGee
Jane Magette McLeod
Karen Autry McPhail
Oscar Milton McPherson
Robert Bolton Morgan, Jr.
Robert S. Morse, Jr.
James Albert Moyers
William Gordon Mullins, Sr.
Rita Anne Myers
Susan Ann Naylor
Bradley James Newkirk
Karen Grey Nichols
Oscar Larry O'Brien, III
Donna Fore Parker
Eleanor Gwendolyn Parker
Amy J. Pendergrass
Linda Patricia Penrose
Carolyn Ann Peterson
Jacqueline Lanese Petty
Robert Arthur Phipps
Joy Belinda Pierce
Shirley Jones Ponder
Maurine Louella Potts
Deborah Alice Radford
William Jerome Reidy
Mark Steven Reynolds
Orlando Luis Rivera
Ethel Mae Robinson
Sandra Maynor Robinson
Richard Paul Ruddock
James Sapp, Jr.
Jack Milton Senter
George Sereduk, Jr.
Betty Jo Shearin, *Summa Cum Laude*
Cynthia Gay Skeppstrom
Brenda Swann Smith
Deborah Taylor Smith, *Summa Cum Laude*
Johnny E. Smith
Sheila Ann Soles, *Cum Laude*
Gregory Charles Spears
Susan Stephenson Stewart
Yolanda Anne Strickland
Teresa Lynn Suitt, *Cum Laude*
Audrey E. Summers
Donna Randell Taylor
Willie Jean Burney Teel
Jerry Lee Tew
Sharon Lee Tew
Debra Kay Thomas
Keith Rex Thomas
Keith W. Thomas
Timothy Thompson
Joseph O. Tilley
Charles Williams Turnage
Timothy Cornel Wackerhagen
John Robert Warren
Stephen Brian Warrick
Charles Henry West, Jr.
Wayne Lemar Wheeler
Kenneth Wayne White
Vickie Lynn Wilkins
Deborah Lynn Williams
Deborah Sue Williams
Vonda Taylor Williams
Anora Williamson
Glenn A. Woodlief, *Magna Cum Laude*
Victoria Louise Wynne, *Cum Laude*

Bachelor of Business Administration

Billy R. Allen
Richard Gary Andrews
Marvin Allen Bakley
Wanda Norris Barefoot
Leroy Ronald Barker
Michael Kent Berry
William Willis Boddie, Jr., *Cum Laude*
Charlie Michael Brown
Loraine Barbour Byrd
David Stuart Caffrey, Jr.
David Winston Carter
Robert Newton Carter
Charles McKinley Chambers
Thomas Franklin Cook
Sarah Lynn Coats Creech, *Magna Cum Laude*
Darrell T. Daniels
Daryl D. Deibert, *Cum Laude*

Robert Carl Dickens
Russell Terry Dorman
Roger Howard DuPree
William C. Eldridge
George William Ennis
Richard Edward Fedroff, *Summa Cum Laude*
Jorge Garcia-Ramirez
Lottie S. Gilbert
Franklin Eugene Golden
Louis Rudy Harmati
Donald Wayne Hart, *Cum Laude*
Frank S. Hassell
Reynaldo Hinojosa, Jr.
Jimmy Lee Hobbs
Larry Overton Holland
Thomas Andre Horton
Clifton Yates House
Bucky Howe
William Kenneth Huggins
Dwight Kim Johnson
Donald Lamar King
Terry Cameron Lassiter
Richard Steven LeBlanc
Stephen Boyd McClam
Jerry Wayne McFayden
James Lee McGuirt
John Bert Merritt, Jr.
Deane George Morris
William Anthony Nagy
Howell Dean Nelson
Robert Lee Parker, Sr.
John William Pope, Jr.
Rufus Davis Pritchard, Jr.
Richard Ivey Reeves, Jr.
Bobby Ray Rush
John Hume Scovil
Joseph William Simmons
Margaret Carol Stewart
Carl P. Thompson
James Yancey Thompson, *Cum Laude*
Robert John Webster
Barry Eugene Whitaker
Donnie Mac Williams
Millard Jones Woodard

Bachelor of Music Education

Charlie Logan Allen, Jr.
Lyman Bruce Blanton, *Cum Laude*
Claudia Johnson Dickens, *Magna Cum Laude*
Larry Glenn Dickens
Cynthia DeRosa McMillan
Mary Beth Hance Merrell
Vernon Stanley Morris

Bachelor of Special Studies

Thomas L. Cullum
Gerald Lee Galloway
William Robert Kennedy, Sr..
Danny Carl Newsome
William Kent Wheeless

Associate in Arts

Betty Maness Draughon
Julianne Melvin Goodwin
Vickie Sue Hicks
Ella Leigh Masten
Karen Yvonne Matthews
Joy Ann Wilson
Phyllis Ann Young

SUMMER SCHOOL

Degrees Awarded, August 15, 1975

Bachelor of Arts

Harold Thomas Carpenter
Charles Ghio Clay
Leon Elwood Hill
Donnie Ray Pope
Debbie Ann Whaley

Bachelor of Science

Wiley Max Altman, Jr.
John Bethea Baker
Bernard Joseph Baumiller, III
Christopher Lewis Beal
Therrel Lee Brown
Carolyn Kelly Buchanan
Kathleen McGowan Carlton
Michael Garland Chrismon
Frances Dale Creech
William Shepherd Drewry, III
Donna Jane Ellis
Ned Baxter Ennis
Susan Gail Evans
Mina Eloise McLemore Grady
Sharon McPhail Hall
Richard Bruce Hamilton
John Rufus Harrison
Amy Lynn Hart
Debra Dixon Honeycutt, *Cum Laude*
Donald Isaac Jackson
Craig Strickland Johnson
Karin Patrice Kepley
William Collier Laughlin
Kenneth Moore Lee
Sheila Overby Lemmond, *Cum Laude*
Thomas W. Lippy
Marilyn Ruth Chandler-Maness
Bernice Atkins Martin
Roma Elizabeth Mason
Julius Maynard
Bessie McBennett
Bonnie Thomas McNeill
Kenneth Alan Moss
Timothy Haywood Penny
Sakdibul Pibulsonggram
George Edward Pointon
Linda Faye Pope
James Donald Reid
George Everette Robertson
Roberta M. Rybka
Evelyn Ruth Sherron
Jerri Ann Small
Crosjean Stanley Stagg
Karen Rose Swinyer
Donna Sue Buie Thomas
Mary Margaret Townsend
Jesse L. Uzzell
Anthony Louis Verdini
Connie Lou Vinson
Isabel Creech Welborn
Robert Charles West
Sherry Jane West
Dennis Keith Williams
Jerry Clarke Williams
William Taft Wolf, Jr., *Magna Cum Laude*
Joseph Terry Wood

Bachelor of Business Administration

Gerald Paul Alexander
Dallas Lee Blackman

Robert Anthony Bruno
Albert J. Carmichael
Albert Brent Chattin
William C. Delbridge, Jr.
Erich H. Dippel
John P. Evans, *Cum Laude*
Richard Dean Foster
George Reginald Frank, Jr.
Edward F. Goggin
Larry Allan Griswold
David Errol Hassen
Rose Marie Hodge, *Cum Laude*
Samuel Edward Johnson
Betty Joyce Kinton
Van Person Knight
William Young Longshore, Jr.
Stephen R. Maness
Peter William McClain
Peter Rodes McKeever
Leroy Lorenzo McSmith
Layton Elmore Page
David Howard Parker
Debra Elaine Signor Randolph, *Cum Laude*
Allen S. Snell, Jr.
Edsel Ray Thornton
Thomas Edmond Warren
James Maxon Williams
Kanok Wutiwat

Bachelor of Music Education

Anita Juriah Ray

Degrees Awarded, December 19, 1975

Bachelor of Arts

Shelley Diane Anderson
Amy Margaret Atkinson
Michael Thomas Cozart
James Wayne Harris
Sammie Terrel Knight

Bachelor of Science

Lynn S. Albright
Kamron York Benfield
Margaret Louise Bennett
James Thomas Benton
Sylvia Lynette Blackmon
Roger Phillip Brown
Sydney Carol Bass Brown
Brenda Gail Capps, *Magna Cum Laude*
Burtan Joe Cayson
Melvin Bruce Copeland
Mary Ellen Nipper Cornwell, *Cum Laude*
McDonald Davis, III
Arnold Chandler Drake
Richard E. Dustin
Kimberly D. Farrell
June Leggett Floyd, *Cum Laude*
Richard E. Freeman
Anthony D. Gies
Rebecca Wade Godwin
Susan Piland Goodwyn
Lina Walton Howard
Jarvis L. Howell, Jr.
Christopher Ferguson Hubbell
Miriam Angela Hunter
Frances Gregory Jernigan, *Cum Laude*
Donald Nelson Jones
Jo Shannon Kimball
Richard Wayne Lewis
Gaye Hunter Lloyd
Millard Leslie Mann
Kathryn Wall Martin
Julia Naylor Mason
Sylvia Jeanne Miller
David Greene Mills
Karen Stewart Morris
Richard A. Morris
William Kirk Morris
Dianne Jackson Newsum
Chakorn Ngamthonglor
James J. O'Donnell, Jr.
Denise Currin Overall
Martha Leigh Owen
Massoud Parviz
Rebecca Jane Phillips
Arthur Leaman Prince, Jr.
Carolyn Barbour Royal
Curt Allen Schmeck
George Mehl Schwartz
Michael Kent Shaefer
Del Adams Smith
Robert Wayne Stancil
Hugh Clifton Talton, Jr.
Mary Margaret Ussery
Nancy Jean Watts
Ann Martin Whitehurst
Gary Scott Wicker
Floyd Ray Williams, *Magna Cum Laude*
Judy Carol Williford
Paul Michael Wingard
Joseph Braxton Wynns, Jr., *Cum Laude*
John Stanley Zelinsky

Bachelor of Business Administration

Judson Revere Duell, II, *Cum Laude*
Lacy English, Jr.
Stephen J. Fulton
Thomas Gilbert Gibb
Mark Andrew Giulietti
Johnny Ray Gray
Judy Gail Hines
Michael Hugh Hinnant
Paul Kale Inman
David Dean Korman
Baxter Wright Mason
Ricky Glenn Massengill
James Monroe Moore, Jr.
Carl Ronald Perkinson
Donald N. Reed
Eugene Forlaw Simmons
Milton Roderick Tugwell
Joseph Graham Walker
Larry J. Washington
Martin B. Williams
Paul Watson Williams

Bachelor of Music Education

Michael Wayne Holt
Hugh Galloway Pate, II

Bachelor of Special Studies

Matthew Williams Monroe, Jr.

COMMENCEMENT 1976

PROGRAM
EIGHTY-NINTH ANNUAL COMMENCEMENT

SUNDAY, MAY 9

10:30 A.M. ..... Sermon
The Reverend J. Winston Pearce
Writer-in-Residence
Campbell College

MONDAY, MAY 10

10:30 A.M. ..... Literary Address
The Honorable David N. Henderson
United States House of Representatives
Washington, D. C.

Awarding of Degrees and Delivery
of Diplomas ..... President Norman A. Wiggins

HONORARY DEGREES

Dr. Carlyle Campbell ..... Doctor of Humane Letters
Hon. David N. Henderson ..... Doctor of Laws
Prof. Thomas J. McGraw ..... Doctor of Laws
Rev. Billy T. Mobley ..... Doctor of Divinity
Rev. Jimmy Morriss ..... Doctor of Divinity

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Dr. Gale Denning Johnson
Pamela Jane Blake

Commencement Honors and Prizes

Valedictorian ..... Betty Jean Horne
Salutatorian ..... Melba Jean Vinson
J. P. Gardner Social Science Award ..... Matthew Edwin Tucker

DEGREES AWARDED, MAY 10, 1976

Bachelor of Arts

Gary Morris Akin
Diana Lynn Barbour
Warren Hicks Basket
Barbara Lynn Behling, *Summa Cum Laude*
Nancy Long Clark, *Summa Cum Laude*
Dennis Lyston Collins
Betty Henderson Davis, *Cum Laude*
H. Wayne Dunn, *Cum Laude*
Jere Geurin, *Cum Laude*
David Truitt Glass
Viki Lynn Gooden
Gary Steven Haddock
Mary Elizabeth Hester, *Cum Laude*
Cathy Ellen Boyd Hopkins
Ernest Lanier Hoskins
James Earl Lamm
Mark Allan Morris
Sallie London Noe
William Thomas Pearce
Lewis Dolph Pritchard, III, *Magna Cum Laude*
Edith Diane Ramey
Robert William Richardson
Linda Ruth Riddick, *Magna Cum Laude*
Stephen Parker Seago
Shandi Gari Smith, *Cum Laude*
Lisa Charlotte Spinella
Myra Ellen Griggs Thacker
Sandra Gale Thomas, *Summa Cum Laude*
Moses Rountree White, III
Linda Carol Wilburn
Delmon Franklin Williamson, Jr.

Bachelor of Science

Robert Lee Adams, Jr., *Magna Cum Laude*
James Wilson Allen, Jr.
Mack Lyndon Anders
Deborah Ezzell Anderson
Mary Elizabeth Arrington
Eugene Spencer Ballance, *Magna Cum Laude*
Rosemary Joan Barefoot
Larry Wayne Barham
Charles Franklyn Barry, III
Claude Douglas Beacham
Elsie Diane Beasley
Linda James Best
Pamela Jane Blake
Stephen Crawford Booth
David Charles Boughton
William J. Bowen, III
Cathy Wicker Bridges
Edward Warren Brinson
Carolyn Julia Brooks
Priscilla McNeill Brower
Gary Louis Brown
Stanley D. Brown
Lori Denise Bryan
Estelle W. Burnette
Barbara Chance Burrus
Sandra Byrd Byrd
Judith Lynne Cherry, *Magna Cum Laude*
Gibbon Glenn Clifton
Robert Lowell Cowles
Ronald Paul Crisp

John Brent Currin, II
James Harold Daniels
Merry Angela Daniels
Virginia Lorene Davis
Roy Wilson Day, Jr.
Sherrill Anne Deneen, *Cum Laude*
Terry Long Dickens
Sheila Diane Dunn, *Magna Cum Laude*
Kathryn Ann Eaker
James Lenwood Edwards
Richard Mark Etheridge
Craig Stanford Eury, Jr.
Douglas Leonard Evans, Jr., *Magna Cum Laude*
Terry Donald Ferrell
Wanda Sue Flowers, *Cum Laude*
Robert Francis Floyd, Jr., *Cum Laude*
Randy Lewis Garner
Michael Boyd Gillis
Katherine Dianne Grimm
Marilyn Brewer Guidry
Rebecca Harris Haddock, *Magna Cum Laude*
Roger Davis Hairr
Robert Buckner Hall, Jr.
Ramona Sue Haywood
Seishi Hirayama
Betty Jean Horne, *Summa Cum Laude*
Mary Linda Horne, *Cum Laude*
Marshal Alene Hudson
Lois Boone Hylton, *Magna Cum Laude*
Cyrus Izadkhast
Robert Terry Jeffrey
Mary Annette Langdon Johnson, *Magna Cum Laude*
Mildred Ann Johnson
Myra Beth Johnson, *Cum Laude*
Norbert Eugene Johnston
Ralph Jordan Jones
Theresa Ann Keranakis Jones
H. Vernon Joye, Jr.
Joanne Rikard King, *Magna Cum Laude*
Barbara Jo Lanier, *Cum Laude*
Pamela Glyn Gray Laton
John Edward Lingenfelter
Benjamin Mark Little
Betty Ann Little
Martha Harrington Lockamy, *Magna Cum Laude*
Nancy Lamm Mabry
Patty Ann Manby, *Cum Laude*
James Larry Massengill
Melody Hope Matthews
William Brooks Matthews
Michael Owensby McCord
Mary Ellen McFayden, *Summa Cum Laude*
Linda Cheryl McIntosh
Robert Lee McLymore
Cathy Anne Merritt
Cynthia Jean Jernigan Moore, *Magna Cum Laude*
Margaret Marie Morton, *Magna Cum Laude*
Charles Stafford Myers, III
Wylie Hoyle Newton
Judy Lee Norton
Martha Ellen Parker
Steven Reid Patterson
David Paul Popple
Laura Kathleen Reynolds
Monty Alan Riggs
Pamela Frances Robinson, *Summa Cum Laude*
Hubert Newton Rogers, III
Janice Lee Rogers, *Magna Cum Laude*
Walter Edgerton Rogers, *Cum Laude*
Jane Rollins, *Summa Cum Laude*
Alice Arlene Rosser
Jennifer Sue Rosser, *Magna Cum Laude*
Pamela Jeanette Rowe
Michael Edward Royals
Barbara Jean Satterfield, *Magna Cum Laude*
Joseph Martin Savage
Allan Edmund Seffels
Donald Kim Sickafoose, *Summa Cum Laude*
Paula Jo Sigmon
Janis LaRue Smith
Lillian Dorothy Smith
David Henry Sperring, Jr.
Robert Louis Stephenson, Jr.
Marlane C. Stetz, *Magna Cum Laude*
Kathryn Dudley Stevens
Sharon Collins Stewart
Douglas Alan Sullivan
Al Jennings Sutton, Jr.
Donald Warren Sweitzer
Peggy Ann Sykes
Karen Victoria Temple
Ginger Dupree Tew
Charles Trammell
William Carter Truslow
Matthew Edwin Tucker, *Summa Cum Laude*
Carolyn Michele Varsho
Beechye Lou Ward, *Magna Cum Laude*
Angela Faye Warren
Cathie Marie Warren
Mary Ellen Warren
Charles Kimmel Welliver, Jr.
James William Wheeler, II
Albert C. White, III
Nathaniel White
Phillip Richard Wiggins
Clark Grover Williams
Marilyn Weeks Wilson, *Cum Laude*
John Max Womble, Jr.
Toby A. Wood
Jane Amelia Wright
Randy Michael Yates
Wilma Jean Yates
Ellen Elizabeth Zuelch

Bachelor of Business Administration

Almon Terry Adams
Basil F. Asbury, Jr.
Shelton Beasley
John Frederick Boyd
Jeffrey Joseph Brown
Junius McKoy Butler
Jennifer Louise Cameron, *Magna Cum Laude*
Robert Patterson Cameron
Dennis Howard Carter
James Edward Cobb
Carlton Kent Coggins
William Lloyd Corbin, Jr.
Keith C. Culbreth
James Ronald Denning, *Magna Cum Laude*
Jackie Eugene Dove, Jr.
Frederick Allen Michael Engle
Philip Carden Ferrell
Wade Freeman, Jr.
Norbert Leopold Gauvin
Samuel Watson Glover, Jr.
Evan Carlton Hairr, Jr.

Ronald Barton Harris
Frank Wilton Hedgepeth
Gwendlyn Mae Dickerson Hedgepeth
Charles L. Hill
Alan Carter Hobbs
Henri Hurd
John Patrick Johnson
John Harrison Kinton, III
David Neil Kohn
Scott Allen Lambeth
William Joseph Macek
Timothy Howell McKinnie
Thomas Snowden Nelson
William Turner Nipper, Jr.
Patsy Hinson Nobles
Michael Ray Parham
Robert L. Phillips
Scott Lee Pickard
Dennis James Pirone
Ernest Guy Potts
Stephen Morris Rose
George Rayton Rouse, III
William Cecil Royal, Jr.
James Joseph Schwebach
Robert L. Self
Paul Douglas Sharpe
David Noel Snyder, *Cum Laude*
Martin Thomas Spainhour, *Cum Laude*
William Cullen Stafford, Jr.
Michael Glenn Tart
William Franklin Welfare, III
Linda Joyce White
John Thomas Wiggins

Bachelor of Music Education

Wanda Gay Burton, *Magna Cum Laude*
Kathryn Marshall Butler, *Cum Laude*
Rosemary McDonald
Earlene Lampley McLamb
Steven Mikkelsen Rogers, *Cum Laude*
Ann Clark White

Bachelor of Special Studies

Lester Raymond Jones, *Magna Cum Laude*

Bachelor of Health Science

John Stephen Cox
Laura M. Okimoto
Melba Jean Vinson
James Lee Wells

Associate in Arts

Manee Chewananth
John Earl Gagan
Gina Marlene Gray
Tony Lee Perry
Sharon Pittman
Franklin David Terrell

SUMMER SCHOOL

Degrees Awarded, August 6, 1976

Bachelor of Arts

Barry Jamison Brannon
Elizabeth Anne Hester, *Magna Cum Laude*
Lewis Phillip Jolly
Frances Letcher Leonard
Hugh Garfield Parker, *Magna Cum Laude*
Ross Sterling Riley
Richard Kyle Stimson
Mary Ellen Temple
Benjamin Norman Thompson, *Cum Laude*
LeRoy Charles Witt

Bachelor of Science

Wanda Kay Ammons
Jo Ann Snead Beasley, *Magna Cum Laude*
Benjamin Jordan Bordeaux
Ava Davis Broadwell, *Cum Laude*
Donnas Sue Burnette
Susan Covington Caviness, *Summa Cum Laude*
Cynthia Phillips Falatovich
Dennis Allan Forgey
James Durant Foster
Alice Lynn Gibson, *Cum Laude*
Sue J. Gilbert
Cheryl Gray Giles
Robin Messer Hobbs
Reginald Gray Honbarrier, *Cum Laude*
Thomas Parker Host, III
Aaron Hugh Jackson, Jr.
Teresa Hamm Johnson
Wanda Faircloth Joyner, *Cum Laude*
Gary M. Kuhfeldt
Paul Conrad Langevin, *Cum Laude*
Susan Eureka Morgan Lee
Floyd Brown Lennon
Craig Thomas Matthews
Alice Bergen Muh, *Magna Cum Laude*
Mark Lincoln Percifield
Jo Neal Robinson
Deanne Elizabeth Ross
Dorothy S. Russell
Glenna Petrey Sheppard
Betty Jane Singletary
Barbara Jean Smith
Thelma Louise Strickland
Gloria W. Swann
Troy Frank Vernon, Jr.
Robert McIver Wells
Marian Annanell Worthington

Bachelor of Business Administration

Becky Sue Brock
David Wayne Bryant
Claudio Ivan Nunez Castaneda
Ronna Eugene Chappell
James H. Danis
Nancy Rowland Fish
Emilio Giugliano
David Warner Goodwyn
Jeffrey Fulton Hockaday
Phillip Ray Johnson
Stephen John Lampros
Mattie Lou Lee
Viola Marie Manuel
Dexter Melvin Miller
Robert H. Phillips
Donald Alan Thorpe
James Mitchiner Wilson
Guy Frederick Wyne

Bachelor of Special Studies

Mickey S. Williamson

Associate in Arts

Donna DeLane Daniels
Scott L. Jordan
Richard W. Swete

Degrees Awarded, December 17, 1976

Bachelor of Arts

Stephen Lee Bowman
Donna Jean Byrd, *Cum Laude*
Melanie Rose Byrd, *Cum Laude*
Louis Thomas Edwards
Kevin Thomas Greene
Nelson W. Hearl
Martha Stephonia Hessman, *Cum Laude*
Donald Keith Honeycutt
Teresa Adams McLamb
Constance Lee Pledger

Bachelor of Science

Terry Lee Allen
Joan Smith Anderson, *Cum Laude*
Janet Etheridge Bass, *Magna Cum Laude*
Kenneth Wayne Bass
Connie Hollowell Beasley, *Magna Cum Laude*
Michael Kenneth Beasock
Irvin Ray Blackmon, *Cum Laude*
Boyd Early Braden, III
Robert John Burke
James William Cagle
Jill Carpenter
David Gerald Cash
Dava Carolyn Coleman, *Cum Laude*
Allen Cleveland Conway, Jr.
John Craig Corbett
Kenneth R. Corry
Betty Jean Creech
Patricia McClintock Day
Jennifer Carol Edwards, *Magna Cum Laude*
Christopher John Ehrentraut
Thomas Anthony Ferrell, *Cum Laude*
Willard Stanley Garren
Thomas M. Gaskins
David Ray Gilchrist
Samuel Fedson Hudson, III
Robert Wayne Hughes
Clarence S. Ivie, Jr.
Edward Thaddeus Lawrence
Phillip Everette Lee
Anthony F. Lotierzo
William Joseph Lupton
Winifred LaVerne Maddox
Patricia Anne Major
Teresa Ann Mangum
Kenneth Wayne Marshall
Jacqueline Smith Mills, *Magna Cum Laude*
Sheila Chance Morrison
Patricia Graham Nelson
Deborah Carolyn Packer
Patricia Roberts Parker, *Cum Laude*
Karen Byrd Powell, *Magna Cum Laude*
William Hubert Radford
Rhonda Lee Ritzel
John Stephen Schroeder
Laura Susan Sikes
Vera Faye Stewart
Richard W. Swete
Barbara Parker Tart
Vicki Emily Taylor
Debru Britt Tuten
James Rickey Ward
Lynda Poole Watkins
Rebecca Boyette Williams
Betty Jo Winfree

Bachelor of Business Administration

Robert B. Barbour, Sr.
Charles J. Barone, *Magna Cum Laude*
Jesse Sykes Basnight, Jr.
William Michael Bryan
Roberta Anne Cashwell, *Cum Laude*
David William Cranston
Duncan Lee Daughtry, *Cum Laude*
James Alexander Davis, Jr.
Gary Vinson Dunn
Douglas Jerome Goodwin, *Magna Cum Laude*
Donald Nelson Gower
John Winfield Graham, III, *Cum Laude*
William Henry Harris, Jr.
John Benjamin Henley
James H. Hix, Sr.
William J. Howard
DeMorris Humphrey
Steven Bryant Middleton
William Raymond Moss, *Cum Laude*
Oliver H. Peters, Jr.
Donald Ray Rash
Jeanne Yvonne Remy
Peggy Kirk Robinson
James Robert Sanders
Nick King Skatell
Franklin David Terrell, *Magna Cum Laude*
Debra Langdon Warren
Stephen W. Warren
Richard F. Williams
N. Hunter Wyche, Jr.

Bachelor of Music Education

Gary Eugene Alsup
Susan Mac Cornwell, *Summa Cum Laude*
Summer Lynne Edwards
Gregory Paul Gulley
Connie Owen Honeycutt
Deborah Joyce Smallwood

Bachelor of Special Studies

Howard Kent Bowden, *Summa Cum Laude*
Anthony Dunbar
George Elwood Garner, Jr., *Cum Laude*

Bachelor of Health Science

Mabel Lee Page

Associate in Arts

Larry Stephen Bishop
Bernhard Frenkel
Harlan G. Green
Karl T. Kraehenbuehl
Michael David Miller
Kenneth White Nissenfields
Peter Atkinson Pelham
Mark Andrews Rose
Richard Henry Wagner
Michael Thomas Worthington

COMMENCEMENT 1977

PROGRAM
NINETIETH ANNUAL COMMENCEMENT

SUNDAY, MAY 8

10:30 A.M. ..... Sermon
Albert G. Edwards, B.S., B.D., D.D.
First Presbyterian Church
Raleigh, North Carolina

MONDAY, MAY 9

10:30 A.M. ..... Literary Address
Earl J. McGrath, B.A., M.A., Ph.D.
The University of Arizona
Tucson, Arizona

Awarding of Degrees and Delivery
of Diplomas ..... President Norman A. Wiggins

HONORARY DEGREES

Mr. Frederick Rulfs Keith ..... Doctor of Laws
Mr. Burrows Taylor Lundy ..... Doctor of Laws
Dr. Earl J. McGrath ..... Doctor of Civil Laws
Dr. J. Winston Pearce ..... Doctor of Humane Letters
Mrs. Taylor Bott Rogers ..... Doctor of Humane Letters

RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Mr. Joseph Leon Rumley
Dennis Neal Bazemore

Commencement Honors and Prizes

Valedictorian ..... William Ray Moore, Jr.
Salutatorian ..... Nancye Ann Johnson
J. P. Gardner Social Science Award ..... Benjamin Lee Wright

DEGREES AWARDED, MAY 9, 1977

Bachelor of Arts

Sylvia Lynette Ballance
Dennis Neal Bazemore
David Vance Cox
Michael Osborne Currin, *Cum Laude*
Ernest Julian Etheridge, Jr.
John T. Gardner
Bruce W. Hill
G. Lloyd Johnson
Donald Ray Marston
John Richard McDuffie
Phyllis Lane Moore
Bobby F. Nanney
Laura Louise Reynolds
Hossein Sadeghian
James Robert Smiley, Jr.
Jimmy Bruce Smith
Gary Eugene Sprinkle, *Cum Laude*
Thomas Wesley Stewart, *Magna Cum Laude*
Donald Chris Thompson
Tracy Kathleen Tillman
James William Whitley
David Sterling Wilder
Durwood Kemp Young, *Magna Cum Laude*

Bachelor of Science

Connie Ellen Adams, *Summa Cum Laude*
Deborah Wood Adams, *Summa Cum Laude*
Gary G. Allen
Lee Woodson Allen, Jr.
Sherron Kay Atkins
Wesley Elmer Barbour, Jr.
Mary Keith Barnes
Jill Hayes Basnight
Brenda Kay Beasley
Wade Honrine Bender
Daniel Wayne Benson
Virginia Lynn Bizzell
Leonard Carroll Blevins, *Cum Laude*
Charles-Stuart Bloodworth
Laura Walston Bolton
Linda Carol Boylan
Abram Allen Bradley
William D. Bradshaw
Donna Lynn Britt
Cynthia Clark Brown, *Magna Cum Laude*
Marty Bradshaw Bullard
Linda Rae Callis, *Cum Laude*
Jeffery Lynn Carroll
Thomas Willis Coats
Robin Suzanne Coker, *Cum Laude*
Virginia Ann Craig
Michael David Crumley, *Cum Laude*
Debra Jane Dinkins
Howard William Edmiston, III
Cynthia Diane Feistl, *Cum Laude*
John William Forlaw
Mary Anne Turnage Freeman
Diana Marie Fuller
Marsha Catherine Godwin
Harlan G. Green
Debby E. Gregory
Kevin Donald Hall
Earl Daniel Hart, Jr.
Dianne McGee Hatley
Lou Anna Herring, *Cum Laude*

Jo Ann Hinton, *Cum Laude*
Debra Nye Honeycutt
Betty Joy Honeycutt Hood, *Magna Cum Laude*
Kermit Rodney Hughes, Jr.
Wayne Keith Hunt
Stephen Allen Hylton
David Glenn Johnson, *Cum Laude*
Marlene C. Johnson
Nancye Ann Johnson, *Summa Cum Laude*
Robert Andrew Johnson
Donna Gail Jones
John Lacy Kelly, *Summa Cum Laude*
Robert John Kent
Dwight Louis King
Karen Jewel King
Sylvia Ann King
David Kluttz
Rhonda Gail Lassiter
Debra Kay Laurer
George Henry Leagans
Keri Jean Lee
Sandra Kaye Lowry
Penny Darlene Mabe
Deborah MacGregor
Jesse Simon McDaniel, *Magna Cum Laude*
Marcia Jayne McQueen, *Summa Cum Laude*
Paul Parker Merritt, III
Michael T. Mitchell
William Ray Moore, Jr., *Summa Cum Laude*
Rachel Collier Morales
Susan Ann Morris
Elizabeth Ellen Munden
David Alexander Murr
Pamela Elaine Palmer
Linda L. Parker
John Swaringen Peacock, Jr.
Robert Glenn Pierce
Timothy Glenn Register
Mary Jean Riggsbee
Timothy Allen Rose
Mary Annette Saunders
Jackie Tart Sistrunk
Gary Levern Sloan
Julia Lancaster Smoot
Samuel L. Staggers, Jr.
Steve Douglas Stevens
Dolly H. Stox
Sharon Ann Strickland
Cathy Jane Tatum
Jennifer Beasley Tatum
Lynn Tyner Tew
Cynthia Caroline Thompson
Michael Glenn Turner
Charles Edward Tysinger
Berta Frances Vann, *Cum Laude*
Donovan Clark Vinson
Elizabeth Ann Vissing, *Cum Laude*
Richard Henry Wagner
Donna Nell Weeks, *Magna Cum Laude*
Mari Owen Welliver
Dale Smith Wells
Donald L. Whaley
John C. Wigand
Royce Edmund Williams
Charlotte Yvonne Williamson, *Cum Laude*
Cathy Renee Wood
Benjamin Lee Wright, *Magna Cum Laude*
Phyllis Ann Young, *Magna Cum Laude*

Bachelor of Business Administration

Carl Stephen Auman
Earl Eugene Bain, Jr., *Magna Cum Laude*
William Coy Blackburn
Edward Thomas Blake
Gary Leon Braswell
Frederick Franklin Brooks, Jr.
Judy Benson Byrd, *Summa Cum Laude*
Randy Clark Castleberry, *Cum Laude*
Albert Cliette
Edward Martin Davies
Vernon Davis Dawson, Jr.
Robert N. d'Entremont
Thomas Edward Dunston
Thomas Wayne Falls
Kathryn Johansen Fletcher, *Cum Laude*
Joe Michael Glover
Phillip Daniel Handsel
Ricky Nelson Hardy
Michael Dennis Hargrove
Edward G. Hart
Gary Steven Hetland
William Earl Holland
Richard David Hsu
James W. Jackson
Walter Gaston Lassiter, Jr.
John William Lippert
Alexander Charles Mac Gregor
Alford Timothy Matthews
James Douglas McDade
Donald Coleman McNeill
John Wayne Miller
Kenneth Lee Minshew
Ann Randolph P. Mitchell
Kerry Dawson Mitchell
John Berwin Mott
David Edward Parker, *Cum Laude*
James Lavar Pittman
Rex Philip Porter, *Summa Cum Laude*
John Rabens
Denise Rochelle Roberts
Gary L. Tracy
Richard Kim Tudor
J. Graves Vann, III
Barbara Jo Watson
Terrell Lynn Williams
James Pratt Winston, II
Ronnie Edward Wood

Bachelor of Music Education

Leah Tee Askew, *Summa Cum Laude*
Carter Daniel Greider
Yvonne Wilson Haskins
Nelson Keith Longmire
Donna Marie Pickard
Vivian Teresa Yow

Bachelor of Special Studies

William Robert Greer

Bachelor of Health Science

Mary Doug McGee Murdock

Associate in Arts

Lori Renee Collier
Keith Paul Graybill
Jean Whitfield Hackney
Katrina Sonya Murchison
Eula Sharon Whaley

SUMMER SCHOOL

Degrees Awarded, July 22, 1977

Bachelor of Arts

Vonnie Gaye Allen
William Neil Franks
Elly Harmon Goodyear
Susan Carol Jones
Michael James Morton
Jane Claire Parker
Danny Owen Watkins

Bachelor of Science

Jesse Earle Adams
Sharon Bender, *Magna Cum Laude*
Joyce Marie Blackwell, *Magna Cum Laude*
Mary Mayfield Bridges
James Arthur Bromley, IV
William Ralph Brunet
Kathryn Winston Byrd, *Magna Cum Laude*
Pamela Sue Warren Cannady
Edmund Richard Carter
Darry Manuel Del Corro
Freddie Lynn Dunlap
William Cameron Edwards
Joyce Lee Elliott
David Farrell Fann
John Rygg Freund
Robert Galloway
Dowell L. Godwin
Phyllis Lynn Hairr
Jennifer Dare Hamilton
Barbara Lynn Herring
Richard Carroll Herring
Rebecca Russell Howard
Louise Williams Ingram
Cynthia Rose Johnson
Mary Efale Sawyer Jones
William Lester Kiker, III
Jerry Thomas Lamm
Lorine Grey Lassiter
Ali Said Abdulfattah Malhas, *Cum Laude*
Chris Paul Markuson
Angela Hardee Matthews, *Cum Laude*
Ronald Walter Mobley
Anita Stephens Moore, *Summa Cum Laude*
James O. O'Malley
Ernest Carl Peirolo
Luby C. Pulley, III
Michael Anthony Rehmert
Janet Norris Rose
Phyllis Kay Ragan Senter
Carol Culberson Smith, *Magna Cum Laude*
Linda Rivenbark Teachey
Debra Faye Tew, *Cum Laude*
Howard Dunson Turner
Mark David Wilczopolski
Linda McPhail Williams
Terry Bruce Wingate
Luann Rose Woodard
Michael Thomas Worthington
Charles Emerson Yancey

Bachelor of Business Administration

Robert Marcus Bell
Manley H. Cosper, III
Donnie Elvis Gainey
Leonard Linden Greisz
Teresa Chance Haney
Eva Joan Jones
Kennon Dean Jones
Barbara C. Allen Keen
Paul M. Kitchin
Elizabeth Janet Kohlhage
Thomas Edison Meece, Jr.
Joseph Patrick Northrop
Mohammed Basem Khader Qardan
Terry Duane Sloan
Clarence Clayton Tart, III
Gary C. P. Wilson
George Warren Wilson, III
Michael Kelly York

Bachelor of Health Science

Gail E. Dupree
Lynn Florant Ferguson

Bachelor of Special Studies

James Kirby Aycock, Jr.

Associate in Arts

Cheryle Arlene Horne
Joseph E. Slepski

Degrees Awarded, December 16, 1977

Bachelor of Arts

Debra Lanette Beale
Michael Peer Feistl
Stephen Barrett Fish
Sue Jones Hodges, *Magna Cum Laude*
Furman Eugene Matthews
Fairoz Fawzi Qardan
Steven Benton Smith
Susan Arden Winstead, *Magna Cum Laude*

Bachelor of Science

Norma Ruth Allen
Cynthia Ree Ballard
Earl Scott Banks
Ellen Inez Barbour
Debra Sue Bass, *Magna Cum Laude*
Stephanie Elaine Bias
Janice Steward Blackburn, *Cum Laude*
Jeri Yvonne Brown
Gary W. Buck
Emily Faye Butler
Constance Elizabeth Casey
Lana Carol Chance
Patricia Estelle Dycus
Lee Ann Eldridge, *Summa Cum Laude*
Ferd Jackson Ferrell
Steven Edward Fisher
Martha Lou Cates Gaskins
Ida Sue Glover
Jane Gayle Godwin
Arnold Curtis Hall
Margot Clark Harris
Matthew H. Hart
Joseph Edward Hein
Denise Lynette Hill, *Cum Laude*
Pamela Carol Koon
Donald M. Laird, Jr., *Cum Laude*
Bill Cheshire Lee
Lori Alice Leimbach
Donna Lynne McCoy

Donald Lee Melvin
Janet Lucille Moseley
Christopher Cazarrieo Osborne
Edgar A .Outland
Rudolph Pena
Beverly Joy Phillips
Michal Ann Pierce
Sherry Elaine Pope
Ronald Michael Pounds
Paul A. Rappa
Patricia L. Riley
Jane Ellen Shore
Laverne Currie Smith
Donna Hudson Springle
Carl Lee Steed
Patricia Ann Stone
Lyndell O'Quinn Strickland
Donna Theresa Thomas
Frank Houston Upchurch, Sr.
Mary Susan West
Rosemary Price Whitehurst
Ann Knowles Williams
Robert E. Winfrey

Bachelor of Business Administration

Dave E. Barnes
Roy Hobbs Byrd, Jr.
Ralph Emerson Foster
Jerry Wayne Gardner
Frances Rawlinson Harris
James F. Jacobs
Kynn Timothy Johnson
Douglas Ralph Kangas
Allen Max Matthews, Jr.
Gerry Lane Page
Gilford Craig Page
Michael Street Patterson
Gregory Ray Rhiner
William Lee Riggsbee
Barry Keith Sanders
Robert Roscoe Sandlin
Mary Katherine Smith, *Summa Cum Laude*
Oscar J. Spooner
Lloyd Stuart Surles
John Thomas Thacker, Jr.
Linda Sinclair Tippett
Bruce Calvin Vaughan
Johnna Thomason Williams
Abdolrahim Yazarloo

Associate in Arts

Juan Arturo Bacigalupi
Stanley E. Dempsey
William Joseph Dunham
Verna Gwyn Locklear
Sarah Burris Poythress
Gregory B. Strange
David Allen Thomas

REGISTER OF STUDENTS

1975-76 Fall Enrollment

	Men	*Women*	*Total*
Senior	240	152	392
Junior	249	150	399
Sophomore	204	153	357
Freshman	301	196	497
Unclassified	8	11	19
	1002	662	1664
Part-Time	34	26	60
Total	1036	688	1724

Summer School 1975

	Men	*Women*	*Total*
Senior	248	133	381
Junior	112	103	215
Sophomore	71	64	135
Freshman	55	66	121
Unclassified	14	24	38
Total	500	390	890

REGISTER OF STUDENTS

1975 Fall Enrollment By Counties

Alamance — 10
Anson — 2
Ashe — 1
Beaufort — 3
Bertie — 7
Bladen — 22
Brunswick — 5
Burke — 1
Cabarrus — 8
Caldwell — 3
Carteret — 12
Catawba — 3
Chatham — 11
Cherokee — 2
Chowan — 3
Craven — 9
Cumberland — 138
Dare — 2
Davidson — 6
Davie — 5
Duplin — 16
Durham — 26
Edgecombe — 6
Forsyth — 19
Franklin — 7
Gaston — 5
Gates — 2
Granville — 6
Greene — 1
Guilford — 29
Halifax — 11

Harnett — 328
Haywood — 4
Hertford — 4
Hoke — 2
Hyde — 1
Iredell — 1
Johnston — 107
Jones — 2
Lee — 39
Lenoir — 12
Lincoln — 3
Martin — 2
Mecklenburg — 12
Montgomery — 5
Moore — 13
Nash — 15
New Hanover — 15
Northampton — 5
Onslow — 13
Orange — 19
Pamlico — 2
Pasquotank — 4
Pender — 2
Person — 4
Pitt — 5
Randolph — 8
Richmond — 9
Robeson — 34
Rockingham — 7
Rowan — 3
Sampson — 97
Scotland — 3
Stanly — 6
Stokes — 1
Surry — 2
Union — 1
Vance — 13
Wake — 175
Warren — 3
Watauga — 1
Wayne — 23
Wilkes — 3
Wilson — 5
Yadkin — 1

1975 Fall Enrollment by State and Countries

Arkansas — 1
California — 3
Columbia — 1
Connecticut — 8
Delaware — 2
District of Columbia — 2
Florida — 14
Georgia — 11
Israel — 1
Hawaii — 1
Hong Kong — 1
Illinois — 2
Iran — 14
Jamaica — 1
Japan — 3
Jordan — 7
Kentucky — 1
Louisiana — 2
Maine — 1
Maryland — 11
Massachusetts — 3
Michigan — 1
Montana — 1
Nevada — 1
New Hampshire — 2
New Jersey — 27
New Mexico — 1
New York — 16
Nigeria — 2
Ohio — 3
Oregon — 2
Pakistan — 1
Pennsylvania — 18
Peru — 2
Rhode Island — 2
South Carolina — 30
Spain — 1
Texas — 4
Thailand — 6
Venezuela — 1
Vermont — 1
Virginia — 100
West Virginia — 1
Wyoming — 1

REGISTER OF STUDENTS

1976-77 Fall Enrollment

	Men	*Women*	*Total*
Senior	234	152	386
Junior	235	168	403
Sophomore	212	161	373
Freshman	343	230	573
Unclassified	4	5	9
	1028	716	1744
Part-Time	40	32	72
Total	1068	748	1816

Summer School 1976

	Men	*Women*	*Total*
Senior	196	136	332
Junior	95	72	167
Sophomore	42	44	86
Freshman	33	15	48
Unclassified	37	26	63
Total	403	293	696

REGISTER OF STUDENTS

1976 Fall Enrollment by Counties

Alamance — 10
Anson — 4
Ashe — 1
Beaufort — 3
Bertie — 8
Bladen — 21
Brunswick — 10
Cabarrus — 5
Caldwell — 1
Carteret — 16
Cashwell — 1
Catawba — 1
Chatham — 15
Chowan — 2
Cleveland — 1
Columbus — 17
Craven — 13
Cumberland — 161
Dare — 2
Davidson — 7
Davie — 4
Duplin — 19
Durham — 27
Edgecombe — 4
Forsyth — 28
Franklin — 2
Gaston — 5
Gates — 1
Granville — 8
Guilford — 32
Halifax — 8
Harnett — 326
Haywood — 2
Hertford — 11
Hoke — 5
Hyde — 2
Iredell — 1
Jackson — 1
Johnston — 102
Jones — 3
Lee — 47
Lenoir — 12
Lincoln — 1
Martin — 6
Mecklenburg — 16
Montgomery — 4
Moore — 12
Nash — 10
New Hanover — 19
Northampton — 8
Onslow — 16
Orange — 23
Pamlico — 2
Pasquotank — 6
Pender — 4
Person — 3
Pitt — 5
Randolph — 13
Richmond — 6
Robeson — 30
Rockingham — 7
Rowan — 5
Sampson — 99
Scotland — 2
Stanly — 7
Stokes — 1
Surry — 3
Union — 2
Vance — 16
Wake — 179
Warren — 8
Watauga — 3
Wayne — 26
Wilkes — 6
Wilson — 9
Yadkin — 4

1976 Fall Enrollment by States and Countries

Alabama — 2
California — 3
Connecticut — 2
Delaware — 4
Florida — 9
Georgia — 6
Illinois — 1
Kentucky — 1
Louisiana — 1
Maine — 3
Maryland — 30
Massachusetts — 4
Michigan — 1
Nevada — 1
New Hampshire — 1
New Jersey — 33
New York — 20
Ohio — 4
Oklahoma — 1
Pennsylvania — 7
Rhode Island — 2
South Carolina — 16
Texas — 1
Vermont — 1
Virginia — 95
West Virginia — 2
There was a total of 54 foreign students enrolled.

REGISTER OF STUDENTS

1977-78 Fall Enrollment

	Men	*Women*	*Total*
Senior	235	178	413
Junior	197	153	350
Sophomore	232	173	405
Freshman	351	252	603
	1015	756	1771
Part-Time	46	32	78
Total	1061	788	1849

Summer School 1977

	Men	Women	Total
Senior	159	120	279
Junior	50	68	118
Sophomore	47	46	93
Freshman	21	18	39
Unclassified	3	7	10
Total	280	259	539

REGISTER OF STUDENTS

1977 Fall Enrollment by Counties

Alamance — 12
Alleghany — 1
Anson — 5
Avery — 1
Beaufort — 1
Bertie — 8
Bladen — 18
Brunswick — 13
Buncombe — 4
Cabarrus — 3
Camden — 2
Carteret — 17
Caswell — 1
Catawba — 3
Chatham — 23
Chowan — 4
Cleveland — 3
Columbus — 29
Craven — 10
Cumberland — 218
Dare — 2
Davidson — 10
Davie — 4
Duplin — 22
Durham — 22
Edgecombe — 12
Forsyth — 26
Franklin — 3
Gaston — 5
Granville — 12
Guilford — 30
Halifax — 13
Harnett — 459
Haywood — 7
Henderson — 1
Hertford — 12
Hoke — 4
Hyde — 2
Johnston — 103
Jones — 3
Lee — 66
Lenoir — 17
Martin — 5
Mecklenburg — 29
Montgomery — 4
Moore — 15
Nash — 11
New Hanover — 19
Northampton — 10
Onslow — 15
Orange — 27
Pamlico — 3
Pasquotank — 5
Pender — 4
Person — 3
Pitt — 9
Polk — 1
Randolph — 13
Richmond — 4
Robeson — 43
Rockingham —6
Rowan — 12
Sampson — 120
Scotland — 1
Stanly — 7
Stokes — 1
Surry — 4
Swain — 1
Union — 2
Vance — 17
Wake — 229
Warren — 7
Watauga — 5
Wayne — 30
Wilkes — 4
Wilson — 13
Yadkin — 3

1977 Fall Enrollment by State and Countries

California — 2
Connecticut — 2
Delaware — 11
District of Columbia — 1
Florida — 17
Georgia — 6
Illinois — 1
Iowa — 1
Kentucky — 1
Maryland — 40
Massachusetts — 3
Minnesota — 1
New Hampshire — 1
New Jersey — 34
New York — 34
Oklahoma — 2
Pennsylvania — 7
Rhode Island — 2
South Carolina — 15
Texas — 1
Virginia — 91
Washington — 1
There was a total of 49 foreign students enrolled.

Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963	92	43	135	135
August 23, 1963	29	12	41	176
January 31, 1964	33	5	38	214
May 29, 1964	110	50	160	374
August 27, 1964	56	20	76	450
February 5, 1965	45	15	60	510
June 4, 1965	125	69	194	705
August 27, 1965	55	29	84	788
February 4, 1966	44	31	75	863
June 3, 1966	145	78	223	1,086
August 26, 1966	68	18	86	1,172
February 3, 1967	50	36	86	1,258
June 2, 1967	118	71	189	1,447
August 25, 1967	57	31	88	1,535
February 2, 1968	58	46	104	1,639
May 31, 1968	161	97	258	1,897
August 23, 1968	86	33	119	2,016
January 31, 1969	72	61	133	2,149
May 30, 1969	186	118	304	2,453
August 29, 1969	77	32	109	2,562
February 6, 1970	72	59	131	2,691
June 5, 1970	211	118	329	3,022
August 21, 1970	105	38	143	3,165
January 22, 1971	76	41	117	3,282
May 31, 1971	197	126	323	3,605
August 13, 1971	89	36	125	3,730
December 19, 1971	108	41	149	3,879
May 15, 1972	205	108	313	4,192
August 11, 1972	95	37	132	4,324
December 20, 1972	116	41	157	4,481
May 14, 1973	203	105	308	4,789
August 10, 1973	100	18	118	4,907
December 21, 1973	118	58	176	5,083
May 20, 1974	211	111	322	5,405
August 9, 1974	80	44	124	5,529
December 20, 1974	99	66	165	5,694
May 19, 1975	157	106	263	5,957
August 15, 1975	61	31	92	6,049
December 19, 1975	58	32	90	6,139
May 10, 1976	139	100	239	6,378
August 6, 1976	35	30	65	6,443
December 17, 1976	64	40	104	6,547
May 9, 1977	112	74	186	6,733
July 22, 1977	45	32	77	6,810
December 16, 1977	42	42	84	6,894

ACADEMIC CALENDAR

SUMMER SCHOOL 1977

May 16	Registration, First Term 8:30 a.m.
May 17	Classes Begin
May 20	Last Day for Late Registration — Last Day to Drop-Add
June 10-11	Freshman Orientation
June 17	Examinations
June 20	Registration Second Term 8:30 a.m.
June 21	Classes Begin
June 24	Last Day for Late Registration — Last Day to Drop-Add
July 4	Holiday
July 8-9	Freshman Orientation
July 16	Saturday Classes
July 20	Examinations
July 21	Grades Due 12:00 Noon
July 22	Graduation 10:30 a.m.

FALL 1977

August 18-19	Faculty Orientation
August 22-24	Registration
August 25	Classes Begin
September 2	Last Day for Late Registration — Last Day to Add a Course
September 16	Last Day to Remove Incomplete Grades
September 23	Last Day to Drop a Course Without Penalty
October 1	Homecoming
October 13	Mid-Term Point — Holiday Begins 5:00 p.m.
October 14	Holiday
October 17	Grades Due 5:00 p.m. (After Mid-Term)
October 24-November 11	Pre-Advisement
October 29	Parents' Day
November 14-18	Pre-Registration
November 23	Thanksgiving Holiday Begins at 12:00 Noon
November 24-27	Thanksgiving Holidays
November 28	Classes Resume 8:00 a.m.
December 8	Reading Day
December 9-14	Examinations
December 15	Grades Due 12:00 Noon
December 16	Graduation 10:30 a.m.

SPRING 1978

January 3-4	Registration
January 5	Classes Begin
January 13	Last Day for Late Registration — Last Day to Add a Course
February 1	Last Day to Remove an Incomplete
February 3	Last Day to Drop a Course Without Penalty
February 24	Mid-Term Point. Spring Holiday Begins 5:00 p.m.
February 27	Mid-Term Grades Due 5:00 p.m.
March 6	Classes Resume 8:00 a.m.
March 13-31	Pre-Advisement
March 27	Holiday
April 3-7	Pre-Registration
April 27	Reading Day
April 28-May 4	Examinations
May 5	Grades Due 12:00 Noon
May 7	Baccalaureate Sermon 10:30 a.m.
May 8	Graduation 10:30 a.m.

SUMMER SCHOOL 1978

May 15	Graduate School Registration
May 16	Undergraduate Registration, First Term
May 17	Classes Begin
May 20	Last Day to Register — Last Day to Drop-Add
June 9-10	New Student Orientation
June 17	Examinations
June 20	Registration, Second Term (Graduate and Undergraduates)
June 21	Classes Begin
June 24	Last Day to Register — Last Day to Drop-Add
July 7-8	New Student Orientation
July 26	Examinations
July 27	Grades Due 12:00 Noon
July 28	Graduation 10:30 a.m.

FALL 1978

August 17-18	Faculty Orientation
August 21-23	Registration
August 24	Classes Begin — 8:00 a.m.
September 1	Last Day to Register — Last Day to Add a Course
September 15	Last Day to Remove an Incomplete
September 22	Last Day to Drop a Course Without Penalty
October 7	Homecoming
October 19	Mid-Term Point
October 20	Holiday
October 23	Mid-Term Grades Due 5:00 p.m.
October 23-November 10	Pre-Advisement
November 4	Parents' Day
November 13-17	Pre-Registration
November 22	Thanksgiving Holiday Begins at 12:00 Noon
November 27	Classes Resume — 8:00 a.m.
December 12	Reading Day
December 13-18	Examinations
December 19	Grades Due 12:00 Noon
December 20	Graduation 10:30 a.m.

SPRING 1979

January 2-3	Registration
January 4	Classes Begin — 8:00 a.m.
January 12	Last Day to Register — Last Day to Add a Course
January 31	Last Day to Remove Incomplete Grades
February 2	Last Day to Drop a Course Without Penalty
February 23	Mid-Term Point. Spring Holiday Begins 5:00 p.m.
February 26	Mid-Term Grades Due 5:00 p.m.
March 5	Classes Resume 8:00 a.m.
March 12-30	Pre-Advisement
April 2-6	Pre-Registration
April 16	Holiday
April 26	Reading Day
April 27-May 3	Examinations
May 4	Grades Due 12:00 Noon
May 6	Baccalaureate Sermon — 10:30 a.m.
May 7	Graduation 10:30 a.m.

1977

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CORRESPONDENCE DIRECTORY

Correspondence should be addressed to the following offices and individuals at Campbell College, Buies Creek, N. C. 27506:

Academic Affairs; Academic Dean
Advancement; Director of Advancement
Admissions; Director of Admissions
Alumni; Director of Alumni
Athletics; Director of Athletics
Business information; Business Manager
Dormitory Assignments; Dean of Students
Employment of Seniors; Director of Guidance and Career Counseling
Financial Assistance; Director of Financial Aid
Married Housing; Director of Married Housing
Public Relations; Director of Public Relations
Religious Activities; Director of Religious Activities
Scholarships; Director of Financial Aid
Student Employment; Director of Financial Aid
Summer Camps; Dean of Students
Transcripts and Records; Registrar
Veterans Affairs; Director of Veterans Affairs

TELEPHONE

The Campbell College Exchange may be reached by calling Area Code 919 893-4111.

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